Span 406B-1: Survey of Spanish American Literature
Classroom: AH 2113

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Office hours: Monday & Wednesday 1:00-1:50 or by appointment/Skype

Course Description:
This course will cover a broad range of canonical texts that allow us to survey modern and contemporary Spanish American literature. We will begin with representative texts from the conquest and colonial periods in order to frame the discussion, however the majority of the focus will be on 19th to 21st century literature. We will discuss the authors and their works both by characterizing literary genres and literary movements, and by understanding these in the context of socio-political changes that have occurred in Latin America during the last 500 years.

Prerequisites: Spanish 301 and 302, or Spanish 381 or 382; and completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

Student Learning Outcomes:
1. To gain a critical understanding of important canonical works in Spanish American literature.
2. To improve literary analysis techniques of prose, drama, and poetry as demonstrated through discussion and written assignments including exams.
3. To assess and be able to eloquently explain the progression of literary movements and genres in Spanish America by referring to the different unique aspects of the texts read in class as examples.
4. To identify through discussion and written assignments the movement to which a particular text belongs.
5. To depict and analyze the different literary genres and movements with relation to larger historical-social context.

Required Readings (can be purchased at SDSU Bookstore. Please acquire the edition listed below):
Additional readings may be given in class.

Grade Breakdown:
Homework/Participation: 20%
Mid-term Exam: 40%
Final Exam: 40%

Assignments and exams:
There will be periodic homework assignments to be done before/by the day they are listed as due. Homework will be collected at the Mid-Term and the Final exams. You will need to keep track of your homework in a folder, organized in chronological order, and turn each set of homework in at the designated time to get credit for it. There will be a midterm exam covering the material from the first half of the semester, and a cumulative final exam that will cover everything from the whole semester but that will weigh more heavily on the material from the second half. Exams will primarily be in short-answer essay format. These may be quizzes, announced or unannounced, in class.

Participation:
Participation is a mandatory part of your grade and learning. Arriving late to class or being absent from class will lower your participation grade. Just being in class is not equal to participation. Participation includes completing all of the reading before the class for which it is due and volunteering comments or questions that add to the conversation. The class will be in a seminar style, with the atmosphere of an intellectual discussion that goes into in-depth analysis of each text and its potential interpretations. You should prepare yourself before coming to class, bring the text for the day to class, and be willing to read from it if asked to do so or in order to support a point you are making (always go to the text!).
Classroom Etiquette:
I expect students to follow rules of common courtesy such as arriving on time to class, waiting until the end of the class period to pack up their things or to leave, respectfully listening to one another and turning off electronic devices such as cell phones. Please speak with me before using a computer in class to take notes. Internet browsing in class is forbidden unless specifically stated.

_I expect each student to take responsibility for the energy he/she brings to the classroom._ As with any class, what you put into it is what you get out of it. This is a class for those who want to learn, and who are willing to put the time, energy, effort, and most importantly a _good attitude_ into that learning. You are responsible for your learning, and for remembering to keep your attitude professional, positive, and respectful for all in the classroom, students and professor. If at any time during the semester you feel that you are falling behind in the class, please contact me as soon as possible.

_Cheating as well as plagiarism_ are strictly prohibited, as noted in the University’s laws and will be handled accordingly. Cheating/plagiarism include, but are not limited to, using an online translator to write papers/homework, asking someone else to write for you, copying on exams, _neglecting to cite sources correctly according to the MLA, Chicago or other recognized guidelines_. If you are in doubt as to how to cite correctly consult [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/).

Usage and Style of Email Messages:
Learning how to write polite, professional, and well-worded e-mail messages in Spanish is considered an integral part of a university education in Spanish, (though of course if you need to write in English for any reason please do so). Below see a guide sheet to help with this kind of email. I will respond to e-mail messages once a (work) day; hence, you can expect an answer from me between 24 and 48 hours after you send an email (except for weekends/holidays). No class summaries will be available via email.

_Style standards for email messaging:_
Be sure to choose an appropriate subject heading that describes the content of your email. Begin your message with:

“Buenos días/buenas tardes etc., profesora Applegate:” (neutral) “Estimada profesora/doctora Applegate:” (formal)

“Hola, Lauren:” (very informal yet polite)*

*Note that a colon (":") , rather than a comma, is normally used after the greeting.*

In the main body of the text, summarize in Spanish your question, concern, or information.
End your message with: “Atentamente” (neutral, professional)

“Muy atentamente” (neutral, professional)

“Agradeciéndole, como siempre, su inapreciable ayuda” (very formal)

“Esperando su grata respuesta, le saluda atentamente” (very formal)

“Quedo a la espera de sus noticias” (if your message contained a question or a request, rather formal)

“Cordialmente” (professional but friendly)

“Un saludo” (neutral, friendly)

“Un abrazo” (friendly, only if you know a person well).

Then sign your name.
If you would like to add additional lines or observations to your message, you can write “PD” o “Pdta.” after your signature and then add whatever you would like to add.

Accommodations for Students with Disabilities:
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.
Calendar (subject to change):

Week 1:
8/25 Introduction

8/27 Overview of themes (p. 2-5 secciones 1.1.1-1.3.2) *El Popol Vuh* p. 14-18
Tarea p. 22-23: Preguntas generales (PG) #1; Preguntas de análisis (PA) #1, 2

8/29 Cristóbal Colón: Overview (p. 5 sección 1.4.1) and *Carta a Luis de Santángel* p. 24-28
Tarea p. 28: PG #4, 5; PA #2, 6

Week 2:
9/1 Labor day – No classes

9/3 Andrés Bello: Overview (p. 12 sección 1.8.4), part of “La agricultura de la zona tórrida” p. 105 line 89 to end, and *Autonomía cultural de América* p. 106-107
Tarea p. 107: PG #4; PA #4, 5, 6, 7, 8

9/5 Esteban Echeverría: Overview (p. 110-111 secciones 2.1-2.1.3) and “El matadero” p. 128-142
Tarea p. 142: PG #4; PA #2

Week 3:
9/8 Faustino Sarmiento *Facundo* p. 144-159
Tarea p. 159: PG #3; PA #2, 4

9/10 Gertrudis Gómez de Avellaneda p. 161-162 and *Sab* (handout) Intro. p. 41-45, Capítulo primero, capítulo VI, Conclusión
Tarea: Marca las secciones del texto (nota el número de cada página/sección) que indican lo siguiente: características del romanticismo; personalidad de Sab, Carlota, Enrique, Teresa; ideología y pensamientos progresistas de la Avellaneda.

9/12 José Hernández *Martín Fierro* p. 182-192
Tarea p. 192: PG #5, 6; PA #1, 3, 6

Week 4:
9/15 José Martí: Overview (p. 204-205 secciones 3.1-3.1.2) and José Martí p. 212-214, “Nuestra América” p. 221-225
Tarea p. 225-226 PG#5, PA #8

Tarea p. 237: PG #1, PA #1, 2 AND p. 244 PG #5, PA #2

Tarea p. 261-262: PG #1, 5; PA #1, 4, 5

Week 5:
9/22 Delmira Agustini y posmodernismo: Overview p. 286-287 (secciones 4.2-4.2.2) and Agustini p. 312-316 (“El intruso”, “Explosión”, “Nocturno”, “Tu amor”)
Tarea p. 317: PA #1, 3, 4, 5, 6

9/24 Juana de Ibarbourou (handout)
Tarea: Marca los versos que indican la perspectiva de la voz poética hacia lo erótico, el deseo, el amor. Marca dónde la voz poética juega con el poder del ‘yo’ femenino (poder vs. fragilidad, por ejemplo)

9/26 Gabriela Mistral p. 323-326 (“Los sonetos de la muerte 1, 2, 3”)
Tarea p. 330: PG #1, 2; PA #1, 2

**Week 6:**
Tarea p. 335: PG #5; PA #1, 2, 4

10/1 Overview to vanguardismo p. 290-292 (secciones 4.4 – 4.4.4) AND César Vallejo p. 336-341 (“Los heraldos negros”, “XXVIII”, “Masa”)
Tarea p. 341: PG #1, 4; PA #1, 5

10/3 Vicente Huidobro p. 343-349 (“Nipona”, “Arte poética”, Altazor; a, El viaje en paracaidas “Canto I”, “Canto IV”)
Tarea p. 349-350: PG: #1, 4; PA #1, 2

**Week 7**
10/6 José Carlos Mariátegui p. 351-356
Tarea p. 357: PG #2; PA #1, 2, 4

10/8 Repaso

**10/10 Mid Term Exam** – Entrega la tarea de la primera parte del semestre en una carpeta y en orden cronológico al principio del examen.

**Week 8**
Tarea p. 366-367: PGi#1, 5; PA #3, 4, 5

10/15 Alejo Carpentier p. 384-394
Tarea p. 395: PG #2, 5; PA #4

10/17 Pablo Neruda p. 396-400 (“Poema 20”, “Walking Around”)
Tarea p. 405: PG #1; PA #1, 2

**Week 9**
10/20 Juan Rulfo p. 406-411
Tarea p. 411: PG #3, 4; PA #1, 2, 5

10/22 Julio Cortázar y los años ’60. Overview p. 414-418 (secciones 5.1-5.2.3) and Julio Cortázar p. 422-425
Tarea p. 425-426: PG #2, 3 ; PA #1, 2, 3, 4

10/24 Octavio Paz p. 427-440
Tarea p. 443: PG #2; PA #1, 2

**Week 10**
10/27 Rosario Castellanos p. 457-464 (“Costumbres mexicanas”)
Tarea p. 464: PA #4, 5

10/29 Carlos Fuentes p. 466-474
Tarea p. 475: PG# 1; PA #1, 2, 3, 5

10/31 Electronic class – assignments to be completed and uploaded to course website

**Week 11:** *(Note: Daylight Saving Time started yesterday – “fall back”)*
11/3 Gabriel García Márquez p. 476-483
Tarea p. 483: PG# 2 ; PA #1, 2, 3, 4, 5
11/5 Elena Poniatowska p. 484-489
Tarea p. 489: PG #5; PA #1, 2, 3, 4, 5

11/7 Mario Vargas Llosa p. 491-493 and handout

**Week 12**
11/10 Marcio Veloz Maggiolo p. 507-511
Tarea p. 512: PG #3; PA #1, 2, 3, 4, 5

11/12 Luis Rafael Sánchez p. 521-530
Tarea p. 530: PG #3; PA #3, 4, 6, 7

11/14 Luisa Valenzuela: Overview p. 514-517 (secciones 6.1-6.1.5) and Luisa Valenzuela p. 532-536
Tarea p. 536-537: PG #1; PA #1, 2, 3, 4

**Week 13**
11/17 Rosario Ferré p. 547-552
Tarea p. 553: PG #1, 3; PA #2, 3, 4, 5

11/19 Antonio Cisneros p. 554-559 (“Túpac Amaru Relegado”, “Tres testimonios de Ayacucho”, “Réquiem”)
Tarea p. 559-560: PG #4; PA #1, 2, 5

11/21 Isabel Allende p. 561-571
Tarea p. 572: PA #2, 3, 4, 5

**Week 14**
11/24 Sergio Ramírez p. 573-582
Tarea p. 583: PA #4, 5

11/26-11/28 No Class – Thanksgiving Break

**Week 15**
12/1 María Rosa Lojo p. 584-585 and 589-592 (“El alma vegetal de Antón, el Rojo”)
Tarea p. 592: PA #4, 5

12/3 Carmen Boullosa p. 593-595 and 597-606 (El muerto vivo)
Tarea p. 606: PA #3, 4, 6

12/5 Antonio José Ponte p. 608-614 (Las comidas profundas)
Tarea p. 616: PA #1, 2, 3

**Week 16**
12/8 Edmundo Paz Soldán p. 617-622
Tarea p. 622: PG #2; PA #1, 2, 3, 4, 5

12/10 (last day of class) Repaso (Prepara la carpeta con la tarea de la segunda parte del semestre en orden cronológico para entregar el día del examen final).

See the date of the Final Exam as scheduled with the registrar. Please note that there is no make up or alternate date for the final exam. Check the date and keep it in mind for your end-of-semester plans.