

**UNIVERSITY OF ALABAMA AT BIRMINGHAM**  
**School of Arts and Humanities**  
**Department of Foreign Languages and Literatures**  
**Survey of Peninsular Literature**  
**SPA 311-3A: Monday and Wednesday, 4:00-5:15, HB 429**  
**Fall Semester Syllabus 2009**

Download syllabus at <http://www.uab.edu/foreignlang/spa-syllabi.html> or **BB VISTA**

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 see <http://www.uab.edu/foreignlang/>

**PREREQUISITE:**

**OJO:** TO BE SUCCESSFUL IN THIS COURSE YOU NEED TO SCORE A MINIMUM OF 500 POINTS ON THE WEBCAPE EXAM (SPANISH). SEND ME YOUR SCORE ON THE FIRST DAY OF CLASS TO VERIFY YOUR PROPER PLACEMENT.

## I. COURSE MATERIALS

**Text Book:** *Aproximaciones al estudio de la literatura hispánica, 6/e\**

Carmelo Virgillo, L. Teresa Valdivieso & Edward H. Friedman

**\*OJO - Purchase the SIXTH EDITION; anticipate from \$50.00-\$75.00 (used/new).**

*Copias repartidos en clase o en BB Vista y un buen diccionario bilingüe.*

*ON-LINE RESOURCES:*

<http://www.lib.virginia.edu/wess/etexts.html#spanish>

<http://www.palabravirtual.com/> Palabra Virtual es un portal mexicano realizado por Blanca Orozco de Mateos. Aquí encontrarás una amplia selección en audio y video de poesía iberoamericana.

## II. COURSE DESCRIPTION

### **Course Description:**

The course will offer an orientation to Peninsular literature and culture in Spain through key works in a variety of genres (poetry, novel, theatre and essay) from the Middle Ages

to date. Throughout the course, a vision of Spain will be presented. Because each work offers us a view of the life and society of its day, we must pay attention to **cultural** context as we read. In addition to dealing with matters of literary style and technique, we will **connect** our readings with interdisciplinary historical and artistic context, and will **communicate** our findings to one another. Finally, in the classroom and our **communities**, we will **compare** the cultures we study with others and with our own.

There will be **essential themes related to one overarching theme** embedded throughout the course that will help shape **discussions, assignments and exams**. So while you read, please think about how these themes relate to the readings:

## **LA IDENTIDAD INDIVIDUAL, COLECTIVA Y NACIONAL**

**(1) Las sociedades en contacto**

**(2) La construcción del género**

**(3) El tiempo y el espacio**

**(4) Las relaciones interpersonales**

**(5) La dualidad del ser**

Subrayaremos los aspectos literarios de cada obra: innovación técnica, lenguaje, metáfora, estructura, tratamiento del tiempo, etc./*We will emphasize the literary aspects of each work: technical innovation, language, metaphor, structure, time, etc.*

En el curso habrá : (1) lecturas literarias, (2) lecturas y videos culturales-históricas, (3) discusiones y presentaciones orales, (4) exámenes, y (5) trabajos escritos. Habrá un breve proyecto de “servicio a la comunidad” (**Service Learning**) que integramos en el curso también que formará parte de la tarea del curso./*In the course: (1) literary readings, (2) historical-cultural readings and videos, (3) discussions and oral presentations, (4) exams, and (5) written papers/assignments. There will be a short service learning project that we will integrate into the course and will be part of your homework.*

For our group **class project**, we will be translating a short script into Spanish for a promotional video for the City of Birmingham. This will provide **outreach and service** to the City of Birmingham and its Sister City Commission (see <http://www.birminghamstercities.com/> and <http://www.sister-cities.org/>). Our translation will be recorded and used to promote the City of Birmingham to Spanish speakers. This activity will allow us to reflect on our city. This reflective activity will lay the groundwork for another essential experience in a literature course. All class members will write one poem in Spanish about the City of Birmingham. We will web publish our poetry in a class blog. The purpose of this creative activity is to have all students of literature experience the creative process, so that they may better understand it.

### **A word about workload expectations:**

Because of the broad content of a survey course, we will not dedicate an extensive amount of attention to any particular author or work. We will move quickly through many works. This means that the course covers a lot of reading and that on days a new assignment is made, you should be prepared to read up to 70+ pages between classes over the weekend and about 25 pages between classes during the week. Careful attention to the readings is essential to succeed in this class.

### **III. STUDENT LEARNING OUTCOMES/GOALS/OBJECTIVES**

In this course, we will adapt the following provisional "Claims for Advanced Placement Spanish Literature and Culture (©The College Board) that are being developed/piloted for future courses for our general course goals, objectives and outcomes.

<b>Claims for AP Spanish Literature and Culture</b>	
<b>Interpersonal Communication</b>	
<b>1</b>	The student discusses texts and contexts in a variety of interactive oral formats in the target language.
<b>2</b>	The student discusses texts and contexts in a variety of interactive written formats in the target language.
<b>3</b>	The student uses a variety of literary and critical terminology in oral and written discussions of texts in the target language.
<b>Interpretive Communication</b>	
<b>4</b>	The student reads and comprehends literary and related written texts in the target language.
<b>5</b>	The student listens to and comprehends spoken target language related to literary content.
<b>6</b>	The student analyzes literary and related texts in the target language.
<b>7</b>	The student differentiates between personal and critical reactions in the target language.
<b>8</b>	The student identifies rhetorical figures used in target language texts.
<b>9</b>	The student analyzes the significance of rhetorical figures in target language texts.
<b>10</b>	The student identifies points of view in target language texts.
<b>11</b>	The student analyzes the significance of points of view in target language texts.
<b>12</b>	The student identifies stylistic features of target language texts.
<b>13</b>	The student analyzes the significance of stylistic features of target language texts.

14	The student identifies literary genres, periods, and movements and their characteristics in target language texts.
15	The student relates target language texts to genres, periods, and movements.
16	The student identifies socio-cultural contexts in target language texts.
17	The student relates target language texts to socio-cultural contexts.
18	The student situates textual language and registers within historical, social, and geopolitical contexts.
19	The student relates artistic representations and audiovisual materials, including films and music, to literary course content.
20	The student relates secondary texts to primary texts in support of textual analysis in the target language.
21	The student uses authorized reference tools for interpreting texts in the target language.
<b>Presentational Communication</b>	
22	The student organizes information, concepts, and ideas in oral and written presentations in the target language.
23	The student presents information in a descriptive form in the target language.
24	The student writes analytical compositions related to literary texts in the target language.
25	The student creates and delivers oral presentations related to course content in a variety of formats in the target language.
26	The student incorporates information from secondary sources related to texts in oral and written presentations in the target language.
27	The student uses authorized reference materials in oral and written presentations.
28	The student acknowledges sources and cites them appropriately.
<b>Cultures</b>	
29	The student analyzes the relationship between products (both tangible and intangible) and perspectives of target cultures as manifested in target language texts.
30	The student relates texts to products and perspectives found in a variety of media from the target cultures.
31	The student analyzes the relationships between practices and perspectives of target cultures as manifested in target language texts.
32	The student relates texts to practices and perspectives found in a variety of media from the target cultures.
33	The student analyzes the role of personal assumptions and cultural beliefs in the interpretation of target language texts.
34	The student situates texts within literary and artistic heritages of the target cultures.

35	The student relates literary movements to cultural contexts.
36	The student analyzes how texts reinforce or challenge perceptions of a majority culture.
<b>Connections</b>	
37	The student relates texts to their contexts (literary, historical, socio-cultural, geopolitical) in the target language.
38	The student makes interdisciplinary connections to support analysis of literary and related texts.
39	The student relates texts to contemporary and/or global issues using the target language.
40	The student uses information available in the target language and culture to support the interpretation of texts and compare distinctive viewpoints.
<b>Comparisons</b>	
41	The student compares literary features of target language texts to those of other texts.
42	The student compares textual language and registers in target language texts produced in different historical, social, and geopolitical contexts.
43	The student compares cultural products, practices or perspectives portrayed in texts to his or her own.
44	The student compares representations of key events produced through a variety of cultural perspectives.
<b>Communities</b>	
45	The student deepens and reinforces understanding of literary texts through activities in the target language within and beyond the classroom setting.
46	The student shares knowledge of literature and culture with communities beyond the classroom setting.
<b>Language Usage in Support of Literary Analysis</b>	
47	The student uses a variety of vocabulary appropriate to literary analysis.
48	The student uses a variety of grammatical and syntactic structures.
49	The student uses pronunciation that is comprehensible to the audience in oral communications.
50	The student produces comprehensible written work by observing writing conventions of the target language.
51	The student self-monitors and adjusts language production in oral and written communications.

#### IV. ATTENDANCE, CLASS PARTICIPATION AND CLASSROOM POLICIES

Active class participation, contribution and speaking in the target language is crucial in order to improve your language skills to support literary analysis and improved reading ability, therefore class attendance is mandatory. **Any absence is going to impact students' class participation and final grade. More than ten minutes late to class will be considered one absence as well as leaving early.** If under special circumstances, students need to miss classes, the following attendance policy will be applied: Students are allowed **3** absences during the semester. For EACH absence over 3, 2% is deducted from the FINAL grade. More than 9 absences will result in an AUTOMATIC "F".

Example:

Final grade = 90

5 absences (2 above maximum permitted) =  $90 - 4 = 86\%$  final grade

9 absences = F

For additional information about departmental attendance policy, see:

<http://www.uab.edu/foreignlang/pdf/Attendance%20Policy.pdf>.

#### V. UAB EARLY ALERT SYSTEM (EAS)

EAS is designed to help students to succeed academically at UAB. If you receive an email with EAS in the title, please open it, read it, and take advantage of the support that UAB offers to students.

#### VI. CLASS PREPARATION AND PARTICIPATION

You are graded on the following factors DAILY:

- being well-prepared for the class
- all **HOMEWORK MUST BE WRITTEN BEFORE** class
- making positive contributions to the class; alertness and positive attitude
- regular use of new vocabulary; using literary vocabulary from readings and used to discuss readings
- volunteering to answer and ask questions; always using Spanish in the classroom

#### VII. CLASSROOM POLICIES

1. All assignments are due on the designated date at the beginning of the class period. No credit will be given for homework turned in late.
2. There will **NO MAKE-UPS** for presentations or oral exams. Not showing up on those dates will result in an F for that particular assignment.
3. Classes begin promptly at hours scheduled. More than ten minutes late to class will be considered one absence, as well as leaving early. **NO** special accommodations will be made for latecomers.
4. Phones and pagers must be **turned off and put away** while in class.
5. Laptop computers may be used **only to facilitate in-class work**.

#### VIII. THE UAB ACADEMIC HONOR CODE

UAB expects all students to function according to the highest ethical and professional standards. Academic misconduct undermines the purpose of education. Unacceptable behaviors such as abetting, cheating, plagiarism, fabrication and misrepresentation are serious violations of the UAB Academic Honor Code and are punishable by a range of penalties. For more information, please visit the UAB website at <http://main.uab.edu/Sites/undergraduate-programs/general-studies/academic-success/university101/33896/>.

#### IX. UAB DISABILITY SERVICES

UAB Disability Support Services (DSS) provides a broad array of services and technologies to make the UAB campus—and a UAB education—accessible for everyone. Please visit the UAB DSS website at <http://students.uab.edu/services/>.

## X. GRADING

2 Midterm Exams (@ 20% each)	<b>40%</b>
1 Comprehensive Final	<b>25%</b>
1 Oral Presentation of Scholarly Article	<b>5%</b>
1 Written Summary of Scholarly Article	<b>5%</b>
1 Original Poem	<b>5%</b>
Written Homework	<b>10%</b>
(written assignments, disc. forums posts, translation project, etc.)	
Oral Participation	<b>10%</b>
(group disc., class disc., leader and listener, class debates, etc.)	

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**100%**

[Subtract absences; Subtract missing cultural events, three required (one point each deducted off final grade in course)]

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Total **100%**

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

## XII. ADDITIONAL COURSE/GRADING INFORMATION

### **BB VISTA, PROTOCOLS AND DISCUSSION BOARD (FORO DE DISCUSIÓN)**

All students must use BB VISTA to access course materials. Please enter and check BB VISTA site several times weekly. The class discussion board is mandatory weekly. The purpose of the discussion board is to create a lively class community of scholarly discourse throughout the course. Please post comments/questions about authors and readings. The instructor suggests discussion topics weekly. Students are expected to research topics on the Internet, offer summary and analysis of this information, raise questions and think critically about how these topics related to the course content in general. Your active participation in the *foro* will be part of your "homework" grade. Communicating in Spanish is preferred, but English may be used for clarification purposes. Students must participate in Class Discussion Board (minimum 2 posts per week).

### **CULTURAL EVENTS**

Students are required to participate in at least **three cultural events** to receive full participation in cultural events credit during the semester. The purpose of this requirement is to expose you to languages and cultural events beyond the classroom for cultural and linguistic breath, ability to choose events that correspond to personal preferences, stimulate and motivate Spanish learning beyond the classroom. Students must formalize their attendance on a sign-up sheet at every event or provide the instructor with appropriate documentation.

**Preferred Event #1:** Exhibit curator George D. Greenia will present a free, public lecture on the pilgrimage to Santiago de Compostela at **5:30 p.m. Thursday, Sept. 24** in the UAB Hulsey Recital Hall. A free, public reception featuring Spanish wine and food will be held in the UAB Visual Arts Gallery at 7 p.m.

Greenia, a professor of modern languages at the College of William and Mary, has bicycled some 2,000 miles and walked another 1,500 on the pilgrimage trails of Europe. He helped found the national "Gathering of Pilgrims," which is held annually at sites throughout the United States and Canada. In 2007, King Juan Carlos awarded Greenia the Cross of Isabel the Catholic, Spain's highest honor for the interpretation and promotion of Spanish culture in other countries.

**Preferred Event #2:** Greenia also will speak in Spanish at the Hispanic Family Day celebration, a free, public event co-sponsored by the UAB Department of Foreign Languages and Literatures and the UAB Visual Arts Gallery. The event will be held from 11 a.m. to 2 p.m. **Saturday, Sept. 26** on the patio in front of the UAB Visual Arts Gallery. Greenia will speak at **12:30 p.m.** Latin American cuisine will be served, and the "Sacred Steps" exhibit will be open for viewing.

**Options:**

- **Films:** <http://www.uab.edu/foreignlang/Foreign-Film-Series-2009-10.html>; see Spanish Films scheduled Sept. 1 and Oct. 27.
- **Spanish Table:** 3 sessions = 1 cultural event, see department web site for schedule.
- **Please discuss other options with instructor.**

## C A L E N D A R I O

Fecha	En clase	Tarea
miércoles 19 agosto	<b>Intro. al curso Presentaciones "La literatura"</b>	WEBCAPE/Student Profile Repasar: págs. 2-8 Leer: págs. 10-18 Preparar: págs. 19-24
lunes 24 agosto	<b>Intro. a la narrativa Vocabulario literario Explicar trabajo escrito/ presentación oral</b>	Leer: 24-25; 42-45 Preparar: 45-46
miércoles 26 agosto	<b>Don Juan Manuel Lo que sucedió a un mozo...</b>	Leer: pág. 31; 50-53 Preparar: 53
lunes 31 agosto	<b>Emilia Pardo Bazán Las medias... [Filmstrip MATUTE]</b>	Leer: pág. 35 (La narrativa); 73-76 Preparar: 77
miércoles 2 septiembre	<b>Ana María Matute Pecado... [Filmstrip UNAMUNO]</b>	Leer: pág. 33 (La gen.); 106-130 Preparar: 41; 130-131

lunes 7 septiembre	<b>NO HAY CLASE LABOR DAY</b>	Seguir leyendo...
miércoles 9 septiembre	<b>Miguel de Unamuno San Manuel Bueno...</b>	Repasar y estudiar
lunes 14 septiembre	<b>Miguel de Unamuno San Manuel Bueno... y repaso de la narrativa</b>	Repasar y estudiar
miércoles 16 septiembre	<b>Examen parcial I: La narrativa</b>	Leer: pág. 134-144 Traducción: guión para proyecto Sister City
lunes 21 septiembre	<b>Intro. a la poesía Proyecto de traducción taller en clase</b>	Leer: pág. 148-154; 156- 158
miércoles 23 septiembre	<b>El lenguaje literario "La Decadencia Política en el Siglo de Oro" (video, 46 min.)</b>	Asistir a las ponencias: Sacred Steps <a href="http://main.uab.edu/Sites/MediaRelations/articles/66237/">http://main.uab.edu/Sites/MediaRelations/articles/66237/</a>
lunes 28 septiembre	<b>Taller de creación: poema Presentación oral</b> 1. 2. 3.	Leer: 170-174 Preparar: 171-172, 174
miércoles 30 septiembre	<b>Romances Garcilaso; Sonetos XI y XXIII Presentación oral</b> 1. 2. 3.	Leer: 175-179 Preparar: 176-177, 179
lunes 5 octubre	<b>Santa Teresa; Vivo... y Nada... San Juan; Llama... y Noche... Presentación oral</b> 1. 2. 3.	Leer: 180-183 Preparar: 181, 183

miércoles 7 octubre	<b>Góngora; Soneto CLXVI y CIII</b> <b>Lope; Rimas sacras y humanas...</b> <b>Presentación oral</b> <b>1.</b> <b>2.</b> <b>3.</b>	Leer: 184-187 Preparar: 185-188
lunes 12 octubre	<b>Quevedo; Amante... y Representétese la brevedad...</b> <b>Sor Juana; A su retrato, A una rosa</b> <b>Presentación oral</b> <b>1.</b> <b>2.</b> <b>3.</b>	Leer: 188-190; 194-195 Preparar: 190, 195-196
miércoles 14 octubre	<b>Espronceda; Canción del pirata</b> <b>Bécquer; Rimas...</b> <b>Presentación oral</b> <b>1.</b> <b>2.</b> <b>3.</b>	Leer: 207-210 Preparar: 208, 210
lunes 19 octubre	<b>Machado; Proverbios... y La saeta...</b> <b>Jiménez; Yo... y Vino...</b> <b>Presentación oral</b> <b>1.</b> <b>2.</b> <b>3.</b>	Leer: 219-221 Preparar: 220, 221
miércoles 21 octubre	<b>Lorca; Canción... y Prendimiento...</b> <b>[FILM: Lorca]</b>	Leer: 230-231; 234-236; 240-242 Preparar: 232; 235-236; 241-242
lunes 26 octubre	<b>Fuertes (2 poemas)</b> <b>González (2 poemas)</b> <b>Fagundo (2 poemas)</b>	Poema original dedicado a Birmingham
miércoles 28 octubre	<b>Entregar y presentar el poema a la clase</b> <b>Repaso: La poesía</b>	Repasar y estudiar

lunes 2 noviembre	<b>Examen parcial II: La poesía</b>	Leer: 246-261; 269-280 Preparar: ø
miércoles 4 noviembre	<b>Intro. al teatro</b>	Leer: 330-337 Preparar: 337-338
lunes 9 noviembre	<b>Resguardo personal Paloma Pedrero</b>	Leer: 338-353
miércoles 11 noviembre	<b>La casa de Bernarda Alba, Lorca</b>	Leer: 354-369
lunes 16 noviembre	<b>La casa de Bernarda Alba, Lorca</b>	Leer: 370-373 Preparar: 373-374
miércoles 18 noviembre	<b>La casa de Bernarda Alba, Lorca</b>	Repasar: La casa...
lunes 23 noviembre	<b>La casa de Bernarda Alba, Lorca [FILM]</b>	Leer: 376-383; 386-387; 391
miércoles 25 noviembre	<b>No hay clase Día de Acción de Gracias</b>	Leer: 403-412 Preparar: 412-413
lunes 30 noviembre	<b>Intro. al ensayo Vuelva usted mañana, Larra</b>	Repasar y estudiar
miércoles 2 diciembre	<b>Terminar lectura y repaso</b>	Repasar y estudiar

**EXAMEN FINAL COMPRENSIVO: lunes, 7 diciembre, 4:15-6:45 de la tarde**

