

EMORY UNIVERSITY
DEPARTMENT OF SPANISH & PORTUGUESE
SPANISH 300 - READING IN SPANISH: TEXT AND CONTEXTS
SPRING 2007

Instructor:
Office:
Tel:
E-mail:
Office Hours:

Course Description and Objectives

The primary objective of this course is to provide students with the historical, geographic and aesthetic background relevant to the study of Hispanic culture (cultural literacy). It also stresses techniques of textual criticism and knowledge of research materials available about Hispanic topics. The principal purpose of Spanish 300, then, is to prepare students to do more advanced work on the cultural manifestations of the Hispanic world.

Textbooks

Required:

- Fuentes, Carlos. *El espejo enterrado*. Taurus, 1997.
- *Pequeño Larousse Ilustrado*. México: Larousse, 1994.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: The Modern Language Association of America, 2003.

Recommended:

- *The Harper Collins Spanish Dictionary: Spanish-English/English-Spanish*. Unabridged edition. Glasgow: Harper Collins, 1993.
- Butt, John and Carmen Benjamin. 1994. *A New Reference Grammar of Modern Spanish*. Lincolnwood: National Textbook Company.

Grade

The grade for the course is divided as follows:

Participation in class	20%
Compositions (14)	25%
Final essay	30%
Exams (3)	25%

- Participation and Preparation (20%). *Attendance is not participation, it's mandatory. You don't get any participation credit just for attending the class.* Your participation grade is based on your ability and willingness to demonstrate that you have read, prepared and reflected upon the assigned material (*El espejo enterrado* as well as the supplemental readings). **Passive attendance to class will be graded as F.**

- Compositions (25%). Your instructor will inform you of the nature of these compositions. All compositions must be typewritten and double spaced, and should consist of at least 175 words. Please use Courier 12 font for every written assignment, and use one-inch margins throughout. **No handwritten or late compositions will be accepted.** All compositions must be turned in at the end of class on the assigned date marked on the syllabus. **Your compositions will be graded on content and grammar.** You will be able to write a second version of your composition in order to improve your grammar. Your lowest composition grade will be dropped from the final average.

- **Exams (25%).** Three identification exams (covering information on historical events, persons, concepts, geographical terms, visual images, etc.). A list of those terms that could come up in the exam is posted in LearnLink before each test. No make-up exams will be given. **Please note the dates of exams in the syllabus before making travel plans.**

- **Final essay of 8-10 pages (30%).** A major component of this course is the process of writing a successful term paper. The term paper is a serious component of the course; hence, you should not wait until the last weeks of class to begin your work. Try to identify your topic of interest early in the semester. To do so, consider topics related to Hispanic culture and history that you have studied previously, that you are studying in other classes this semester, or that arise in the discussion of *El espejo enterrado*. As you read make note of periods, events, and historical characters that interest you. You will then need to do some preliminary research/reading in order to begin to define your thesis. Please remember that a term paper is not a summary or a description; it is based on the development of a cohesive and rigorously argued **thesis**. Your instructor will help you formulate your thesis and direct your research. A close working relation with your professor is essential. The stages for the final essay are the following:

- Topic and bibliography (2-3 pages, 3% of the grade)
- First draft (5-7 pages, 7% of the grade)
- Final version (8-10 pages, 15% of the grade)
- Oral presentation (10 minutes approx. 5% of the grade)

Deadlines for completion of these stages are posted in this syllabus.

Important note on absences. The Department of Spanish has a policy regarding class absences that applies to all courses taught in the department. *This policy is strictly enforced.* Students are required to attend **all** classes. You are allowed a maximum of **four** unexcused absences, which you should reserve for short illnesses and emergencies. Unexcused absences beyond these limits will result in the lowering of the **final course grade** by one letter grade. Some excused absences are permitted. Your absence on religious holidays will be excused if you inform the instructor in advance. Your absence may be excused if you suffer a serious medical emergency, provided you obtain written confirmation from a doctor or your Dean. Your absence may also be excused in other **extraordinary** circumstances, provided you obtain a letter from a Dean.

Grade Scale

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-62
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72		

IMPORTANT NOTES:

- Students taking a course on the S/U basis must earn a C or above in order to receive an "S" in any course offered by the Department of Spanish & Portuguese.

- When a paper or tarea is graded with a letter, that letter will be transformed into a figure in order to calculate your final grade. That figure will be the average for the letter grade, which is the following:

A = 98	B+ = 88	C+ = 78	D+ = 68	F = 31
A- = 91	B = 85	C = 75	D = 65	
	B- = 81	C- = 71		

Missing papers or assignments = 0

Emory University Honor Code

Your conduct in Spanish 300 is governed by the Emory University Honor Code. The Honor Code applies to all exams, daily assignments and essays. Examples of violations of the Honor Code include the following:

(a) Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized;

(b) Plagiarizing: any work with your name on it must be yours, not that of some other person. If you include other person's words in any assignments you should indicate so by the use of quotation marks;

(c) Seeking, using, giving, or obtaining unauthorized assistance or information in any academic assignment or examination. This includes having another person correct your Spanish grammar in any assignments or compositions;

(d) Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage.

Please, read the full Emory University Honor Code for details:

<http://www.emory.edu/COLLEGE/students/honor.html>

Students with disabilities

Emory University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. All students with special requests or need for accommodations should make this request in person as soon as possible. Appropriate documents should be presented within two weeks of the beginning of the course. For further information, please see:

<http://www.portals.emory.edu/>

Course requirements

1. Students are required to attend **all** classes. According to departmental policy, **unexcused absences beyond the fourth will result in the lowering of the final course grade by one letter grade.**

2. You are responsible for all material covered on days that you are absent.

3. Students must arrive on time every day and **participate actively** in class. **Participation is not attendance.**

4. All assigned work must be completed on time. **Late work will not be accepted or will be penalized in the grade.** No assigned work should be submitted via E-mail.

5. There are eleven *tareas* throughout the semester and a final essay. Each must be in printed form. No hand-written *tareas* or essays will be accepted.

6. Any work with your name on it must be yours, not that of some other person. Violation of this simple rule constitutes plagiarism and will be treated as a violation of the Emory Honor Code.

7. **NO MAKE-UPS** are allowed on exams.

8. You are encouraged to consult with the instructor at any time if you have questions or problems. If there should be additional difficulties, please contact the course coordinator:

Prof. César F. Sierra, 508 S Callaway Center.

Phone: 727 1047

E-mail: csierra@learnlink.emory.edu

Tools of learning

I. Your Instructor. One of your best resources is your instructor. Develop a close working relationship with him or her early in the semester. Feel free to consult with him or her during established office hours or through electronic mail. Frequent consultation with your instructor is essential for completion of the term paper.

II. Your classmates. You will find it very helpful to share and discuss ideas with your classmates outside of class. You may also find it helpful to form study groups for the exams.

III. Blackboard. Spanish 300 is available on line at the Blackboard site. You should visit <http://classes.emory.edu/> and use your ID and password to access the course information. There you will find documents for each chapter of Fuentes's book. You will need to consult this resource when writing assignments or whenever you need further background knowledge for the readings in Fuentes. Under the "Documents" section every on line chapter contains three different folders:

a) “DOCUMENTOS”: Documents related to the topics of the chapter (maps, audio & video clips, supplementary texts...)

b) “ENCICLOPEDIA”: Entries on persons, events, periods, movements...

c) “IMÁGENES”: a compilation of images related to the topics of every chapter

IV. Dictionaries and encyclopedias. During the course you will need to use dictionaries and encyclopedias. Your *Pequeño Larousse* — a monolingual dictionary — will probably suffice for quick reference while reading. The *Harper Collins Spanish Dictionary* — a bilingual dictionary — will be especially useful as you prepare your compositions and final paper in Spanish. Aside from these, the following may be useful references (their Woodruff Library call numbers are included):

- *Diccionario de la lengua española* (known as the *Diccionario de la Real Academia Española* or DRAE), 1992. [PC4625 .A34 1992]

- *Diccionario del uso del español* (known as the *Moliner*, after its author), 1989. [PC4625 .M6]

- *Enciclopedia hispánica*. 18 vols, 1992/93. [Ref AE61 .E52 1993]

- *Gran enciclopedia Rialp*. 25 vols, 1989. [Ref AE61 .G721 198]

- *Enciclopedia Universal Ilustrada Europea-americana* (known as the Espasa-Calpe, after its publisher). 70 vols, 1907-1931 (Suplementos, 1934-). [Ref AE61 .E6]

Itinerario de lecturas y tareas

I. Preliminares

Miércoles 17 de enero

Presentación del curso: requisitos, objetivos y modos de evaluación.

Viernes 19 de enero

Introducción a El espejo enterrado (Fuentes 9-18)

"Reading Strategies for El espejo enterrado" (en LearnLink).

II. La conquista de España

Lunes 22 de enero

Una ciudad asediada (Fuentes 41-54)

Redacción 1

Miércoles 24 de enero

La España romana (Fuentes 54-60)

Redacción nº 2

Viernes 26 de enero

La corona y la cruz; El santo de Sevilla (Fuentes 60-69)

III. La reconquista de España

Lunes 29 de enero

La España árabe; La Reconquista (Fuentes 73-84)

Redacción nº 3

Miércoles 31 de enero

“Nos ganamos el pan combatiendo a los moros;” El camino de Santiago (Fuentes 84-92)

Viernes 2 de febrero

Señores, ciudades, reyes; Las tres culturas (Fuentes 92-110)

IV. 1492: El año crucial

Lunes 5 de febrero

Hacia la unidad; La expulsión de los judíos (Fuentes 113-120)

Redacción n° 4

Miércoles 7 de febrero

“Todo es posible” (Fuentes 120-129)

V. Vida y muerte del mundo indígena

Viernes 9 de febrero

Vida y muerte del mundo indígena (Fuentes 133-151)

Lunes 12 de febrero

El regreso de Quetzalcóatl; “Mi lengua”, Cortés y Moctezuma (Fuentes 151-161)

Redacción n° 5

Miércoles 14 de febrero

Todorov: La conquista de América: “Cortés y Moctezuma: de la comunicación”

Redacción n° 6

VI. La conquista y la reconquista del Nuevo Mundo

Viernes 16 de febrero

Una magia organizada; Bajo el signo de la utopía; El príncipe que nunca fue (Fuentes 165-184)

Lunes 19 de febrero

“Las Indias están siendo destruidas” (Fuentes 184-194)

Redacción n° 7

Miércoles 21 de febrero

Una red de ciudades; Padre y madre (Fuentes 195-209)

Viernes 23 de febrero

****PRIMER EXAMEN****

Lunes 26 de febrero

Seminario sobre el trabajo final

Identificación del tema general de investigación (leer MLA, págs. 3-8)

VII. La era imperial

Miércoles 28 de febrero

La revolución de las comunidades; Combatiendo los elementos; Una lluvia de oro (Fuentes 213-229)

Uso de fuentes de investigación (leer MLA, 8-37)

Viernes 2 de marzo

Violencia al cielo (Fuentes 229-241)

Redacción n° 8

VIII. El Siglo de Oro

Lunes 5 de marzo

El elogio de la locura; El hombre de la Mancha (Fuentes 245-257)

Ensayo final: Tema y bibliografía comentada (preparada según los criterios del MLA, págs. 142-235)

Redacción n° 9

Miércoles 7 de marzo

Las Meninas; Don Juan y San Juan (257-267)

Redacción n° 10

Viernes 9 de marzo

La vida es sueño; La Mancha (Fuentes 267-276)

Lunes 12 de marzo – Viernes 16 de marzo

Receso de primavera

IX. El Barroco en el Nuevo Mundo

Lunes 19 de marzo

“Para todos los tiempos por venir”; “Mi alma está dividida” (Fuentes 279-294)

Redacción n° 11

Miércoles 21 de marzo

Cosas no mencionadas en la Biblia; La ciudad barroca; La última Utopía y el primer rebelde (Fuentes 294-307)

X. La época de Goya

Viernes 23 de marzo

Una revolución feliz (Fuentes 311-322)

Lunes 26 de marzo

El sueño de la razón; ¡Que vivan las cadenas! (Fuentes 323-329)

Redacción n° 12

Miércoles 28 de marzo

****SEGUNDO EXAMEN****

XI. Hacia la independencia: múltiples máscaras y aguas turbias

Viernes 30 de marzo

La expulsión de los jesuitas (Fuentes 333-343)

Lunes 2 de abril

La nación criolla; Noticias del mundo (Fuentes 343-356)

Redacción n° 13

XII. El precio de la libertad: Simón Bolívar y José de San Martín

Miércoles 4 de abril

La campaña de los Andes; San Martín y Bolívar; La mañana de la Independencia (Fuentes 359-380)

XIII. El tiempo de los tiranos

Viernes 6 de abril

Tiranos: virginales y promiscuos; La reacción liberal: Benito Juárez;
Repúblicas restauradas, culturas en espera (Fuentes 383-408)

XIV. La cultura de la Independencia

Lunes 9 de abril

Una nueva sociedad; Civilización y barbarie (Fuentes 411-429)

Ensayo final: borrador con tesis provisional (lean MLA págs. 46-51).

Miércoles 11 de abril

Two to tango; Un esqueleto sobre una bicicleta (Fuentes 429-440)

XV. Tierra y libertad

Viernes 13 de abril

Tormenta sobre México; La muerte de Zapata; Una revolución cultural (Fuentes 443-462)

XVI. La España contemporánea

Lunes 16 de abril

“Aquí yace la mitad de España” (Fuentes 495-507)

Redacción n° 14

Miércoles 18 de abril

Rescatada por la cultura (Fuentes 507-510)

XVII. Latinoamérica

Viernes 20 de abril

Negocios inacabados; La revolución como institución; Un aleph cultural (Fuentes 465-492)

Redacción n° 15

XVIII. La hispanidad norteamericana

Lunes 23 de abril

Un continente de inmigrantes; El encuentro con el otro; El espejo desenterrado (Fuentes 513-532)

Miércoles 25 de abril

Conclusiones

Evaluación del curso

Presentaciones orales del ensayo final

Viernes 27 de abril

Presentaciones orales del ensayo final

Lunes 30 de abril

Presentaciones orales del ensayo final

Entregar la versión final del ensayo final

Tercer examen:

Sección

300.000 Profa. Callier

300.001 Profa. Lopez Frank

300.002 Prof. Larrauri

Día y hora

4 de Mayo, 4:30-7:00 p.m.

4 de Mayo, 4:30-7:00 p.m.

4 de Mayo, 8:30-11:00 a.m.

300.003	Prof. Sierra	4 de Mayo, 8:30 – 11:00 am
300.004	Profa. Cedeño	4 de Mayo, 8:30 – 11:00 am
300.005	Prof. Edwards	3 de Mayo, 8:30 – 11:00 am
300.006	Profa. Zaitseva	3 de Mayo, 8:30 – 11:00 am
300.007	Prof. López	9 de Mayo, 8:30 – 11:00 a.m.
300.008	Profa. Clarke	3 de Mayo, 12:30 – 3:00 p.m.
300-OX	Profa. Percoco	9 de Mayo, 8:30 – 11:00 a.m.

IMPORTANT NOTE ON FINAL EXAMS: The final exams dates have been determined by the Registrar's Office. **Your instructor cannot change them or allow make-up exams for reasons such as holidays traveling.** Please, note exam dates before making travel arrangements.