

QUEENS COLLEGE (CUNY)
HISPANIC LANGUAGES AND LITERATURES DEPARTMENT

MASTERPIECES OF HISPANIC LITERATURES IN TRANSLATIONS

SPAN 41 – FALL 2021

Thursday 6:30 pm – 9:20 pm
Synchronous class in Blackboard Ultra

Instructor: Roberto Elvira Mathez

Email: Masterpieceshlt@gmail.com

Office Hours: Thursday 4:30 - 6:30pm. Schedule appointment with professor beforehand.

Course Description

In this course we will work with readings in English translation of some outstanding works of Hispanic literature, from its beginnings to the twentieth century, illustrating a variety of genres. The specific works to be considered will vary from semester to semester and from section to section and will be announced in advance. The course is intended for students who are unable to read Spanish; it is not open to students who have received credit for SPAN 204 or higher numbered courses. (Prerequisite: ENG 110)

Course Requirements

In this course you will be required to attend weekly the synchronous classes through Blackboard ULTRA on Thursdays from 6:30 pm - 9:20 pm. You will have to attend these classes having read the material assigned for that particular class, which is underlined in the syllabus. After each class you will have to write a comment on the text and the discussion had on that day. Besides participating and reading the material, you will be examined twice: midterm and final exam.

Modality: Synchronous weekly classes will take place through Blackboard Ultra. These classes have as schedule each Thursday from 6:30 pm to 9:20 pm.

Conceptual Framework: Queens College Principles for Educator Preparation - QC-7

This course is being offered by the Department of Hispanic Languages and Literatures which is part of the Education Unit at Queens College. The Education Unit seeks to promote equity, excellence, and ethics in urban education and is committed to developing competencies in all teacher preparation and other education professional candidates that will enable them to:

- Hold high expectations for all learners,
- Work as change agents to promote equity and social justice,
- Foster nurturing and challenging democratic learning communities, and
- Respect and honor diversity.

This course is aligned with the Education Unit's commitment to preparing educational professionals to work in diverse urban and suburban communities. Specifically, the knowledge, skills, and dispositions that candidates will develop/demonstrate at the successful completion of this course are directly linked to the Education Unit's seven principles: 1) discipline specific competencies, 2) learning and development, 3) families and urban communities, 4) diversity, inclusion, democracy and social justice, 5) language and literacy, 6) curriculum, instruction, and assessment, and 7) technology.

A. Course objectives

“Let others pride themselves about how many pages they have written; I'd rather boast about the ones I've read.” Jorge Luis Borges.

The course's goals/objectives are aligned with QC-7, NYS State Standards for Teacher Education, INTASC, SPA Standards, and NYS Learning Standards.

1. Analyze and interpret assigned texts.
3. Examine and reflect critically upon the cultural values and ideas conveyed by assigned texts.
4. Become familiar with basic cultural, social and political aspects of Spanish and Latin-American history.
5. Demonstrate knowledge of the themes, problems and ideas that appear in canonical Hispanic texts.
6. Demonstrate a basic familiarity with some key concepts, including literary and rhetorical terminology, for the analysis of literature and culture.

D. COURSE TOPICS/UNITS/READINGS AND DATES

All topics/units/readings in this course are aligned with the QC-7, NYS State Standards for Teacher Education, INTASC, SPA Standards, and NYS Learning Standards.

Tentative Weekly Schedule

Week/Day	Theme	Material (Obligatory material is underlined; the rest is complementary)	Extra Material (Movies, Installations, other arts)
August Day 26 The foundations of Hispanic Literature	Introduction to the course	<u><i>Popol Vuh</i></u> (Fragments in Blackboard) <u><i>Chilam Balam</i></u> (Fragments in Blackboard) Anthology of Lyric from El-Andalus (Fragments in Blackboard)	Movies: <i>The embrace of the serpent</i> Ciro Guerra <i>Ixcanul</i> Jayro Bustamante
September Day 2 The Age of Kings: Unrest and Conquest	Catalina de Erauso Bartolomé de las Casas	<u><i>The lieutenant nun</i></u> Chapter I to Chapter VI (Included) (Webpage: mhlt.commons.gc.cuny.edu) <u><i>Brief account of the devastation of the indies</i></u> (Introduction and first three chapters) (Fragments in Blackboard)	Movies: <i>Aguirre, the Wrath of God</i> Ernest Herzog

<p>September Day 9</p> <p>Cervantes and the Golden Century of the Empire</p>	<p>Miguel de Cervantes</p> <p>Quevedo, Calderon y Gongora</p>	<p><u><i>Don Quixote</i></u> (<u>Chapters</u> <u>First Part: 1-9, 18, 46 and 52</u> <u>Second Part: 10, 12, 59 and</u> <u>64)</u></p> <p>Brief anthology of selected poems</p>	<p>Movies: <i>Don Quijote</i> Orson Wells</p>
<p>September Day 16</p>	<p>No Class Scheduled</p>		
<p>September Day 23</p> <p>Colonial Rule and Hybridity</p>	<p>Sor Juana Inés de la Cruz</p> <p>Inca Garcilaso de la Vega</p>	<p><u>Brief anthology of selected poems (Fragments in Blackboard)</u></p> <p>Royal Commentaries I and II (<u>Fragments in Blackboard</u>)</p>	
<p>September Day 30</p>	<p>Review and Midterm Exam</p>		

<p>October Day 7</p> <p>Independence, Modernism and Feminism</p>	<p>José Martí</p> <p>Delmira Agustini</p> <p>José Rizal</p> <p>Alfonsina Storni</p>	<p><u>Anthology given by teacher</u></p>	<p>Paintings: Dali, Picasso, Lam</p> <p>Movies: <i>Les burdes</i> Luis Buñuel</p>
<p>October Day 14</p> <p>The brake of Latin American Literature</p>	<p>Juan Rulfo</p>	<p><u><i>Pedro Páramo</i></u></p>	<p>Paintings: Frida Kahlo Diego Rivera José Clemente Orozco</p> <p>Movies: <i>Pedro Páramo</i> Carlos Velo</p>
<p>October Day 21</p> <p>The Spanish Civil War</p>	<p><u>Federico García Lorca</u></p>	<p><u>Anthology given by teacher</u></p>	
<p>October Day 28</p> <p>The Boom (before and after) 1: The Latin American Short Story</p>	<p>J.L. Borges</p> <p>Julio Cortázar</p>	<p><u><i>"The house of Asterion"</i></u></p> <p><u><i>"The writing of the God"</i></u></p> <p><u><i>"House taken over"</i></u></p> <p><u><i>"The night face-up"</i></u></p>	<p>Movies: <i>Farewell</i> Lulu Wang</p> <p><i>Blow up</i> Michelangelo Antonioni</p>

<p>November Day 4</p> <p>The Boom (before and after) 2: The Latin American Novel</p>	<p>Gabriel García Marquez</p>	<p><i><u>Chronicle of a Death Foretold</u></i></p>	<p>Beatriz González (Installations and paintings)</p> <p>Movies: <i>Monos</i> Alejandro Landes</p>
<p>November Day 11</p> <p>Dictatorship, Exile and Memory</p>	<p>Lola Arias</p>	<p><i><u>El año en que nació</u></i></p> <p><i><u>Campo Minado</u></i></p>	<p>Movies: <i>Nostalgia de la Luz</i> Patricio Guzmán</p> <p>Instalations: Marta Minujin</p>
<p>November Day 18</p> <p>The Spanish Transition and return to Democracy</p>	<p><i>The silence of others</i> Almudena Carracedo and Robert Bahar</p>		<p>Movies: <i>El laberinto del fauno</i> Guillermo del Toro</p> <p><i>Todo sobre mi madre</i> Pedro Almodóvar</p>
<p>November Day 25</p>	<p>Thanksgiving Day</p>		

<p>December Day 2</p> <p>Migration and Hispanic Literature in the United States</p>	<p>Gloria Anzaldúa</p> <p>Pedro Pietri</p> <p>Mariposa (Maria Teresa Fernandez)</p> <p>Valeria Luiselli</p>	<p><u>“Borderland” (Fragments)</u></p> <p><u>“Puerto Rican Obituary”</u></p> <p><u>“Ode to the Diasporican”</u></p> <p><i>Tell me how it Ends: An essay in 40 questions</i></p>	<p>Movies: <i>Roma</i> Alfonso Cuarón</p> <p><i>Happy Together</i> Wong Kar-wai</p>
<p>December Day 9</p>	<p>Review and Conclusions</p>		
<p>December Day 16</p>	<p>Final Examinations</p>		

E. ASSIGNMENTS, DUE DATES AND GRADING PLAN

All assignments, due dates, and grading plan are aligned to the QC-7 (e.g., QCP 1K, QCP 3D...), NYS State Standards for Teacher Education, INTASC, SPA (ACTFL) Standards, and NYS Learning Standards.

1. Exams will be graded using a letter grade system (i.e. A, A-, B+, B...)

2. Course components will be weighed in the following manner:

a. Participation	30%
b. Homework	20%
c. Midterm	20%
d. Final Exam	30%

3. Expectations

- a. Students are expected to be fully prepared to participate.
- b. Students are expected to attend on time.
- c. Homework assignments must be turned in on due date.

4. **Homework/Assignment:** Every week, after class, students will have three days to write a minimum one long paragraph as a reflection of the class and the material seen on that day. These writing exercise work as scaffolding process that will allow you to build up through the semester to the midterm and the final essay.

5. **Participation** takes into account a number of variables including, but not limited to:

a) punctuality b) attendance, c) preparation for class, d) cooperation in group work, e) respect and positive attitude towards the class and your peers, and f) the frequency as well as the quality of intervention into class discussions (i.e., making pertinent comments and questions that advance inquiry and discussion). Active engagement with the material and discussions is necessary to facilitate learning. Do not be shy to ask questions or voice ideas; they are always welcomed.

The final exam will be graded with the attached rubric.

There will be no exam make-ups without prior notification to your instructor and a written documentation of your absence. Similarly, no late assignments will be accepted unless you provide the instructor with official written documentation.

F. CUNY POLICY ON ACADEMIC INTEGRITY

Plagiarism will be dealt with in accordance with the CUNY Policy on Academic Integrity found at <http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf> and the Queens College Student Disciplinary Process found at:

<http://www.qc.cuny.edu/StudentLife/services/studev/Documents/AcademicIntegrityViolationPolicy.pdf>

If you do not understand the nature of plagiarism, please contact me for further explanation.

G. ADA Statement

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Frese Hall Room 111; (2) send a letter to the

instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College students, contact: Dr. Mirian Detres-Hickey, Director, **Office of Special Services for Students with Disabilities**, Frese Hall Room 111; 718-997-5870, Fax: 718-997-5895, Email: QC_SPSV@qc.cuny.

H. USE OF STUDENT WORK

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.