COURSE DESCRIPTION
This course is based on the literary texts from the US, Central, and South America that appear on the Reading List for the College Board’s AP Spanish Literature and Culture course. For the College Board, these works are representative of Spanish American Literature from the arrival of the Spaniards in the Americas into the present day. We will explore historical and cultural themes such as: the Conquista and colonization; the Inquisition; Imperialism; Independence and nationalism; Modernity and modernization; Ethnic identities; and sexuality and gender roles. In our readings and analyses, we will focus on the six AP themes: la dualidad del ser; las sociedades en contacto; la construcción del género; el tiempo y espacio; la creación literaria (metaficción); las relaciones interpersonales. We will also consider literary and aesthetic tendencies that influenced the production of literature and art (ex: Baroque, Romanticism, “El Boom,” etc). The close-reading of literary texts will be combined with readings centered on academic analyses of literature and the visual arts, as well as methods of teaching literature and culture in an L2 Spanish class. Students will develop effective pedagogical strategies and create educational tools and cultural resources for the future teaching of literature and culture in High School Spanish (L2) classes.

COURSE OBJECTIVES
(1) Analyze, in their cultural and historical contexts, the Spanish American literary texts from the reading list for the most recent AP Spanish Literature and Culture course and compare them to similar literary and artistic texts not included on the list.
(2) Develop the capacity to read, write, and speak (present) at the superior level (ACTFL).
(3) Develop pedagogical strategies and generate a collection of resources for the future teaching of AP Spanish or of Spanish language (L2) literature and culture in general.
(4) Evaluate literary studies and critical articles, then incorporate them into an original analysis, argument, or commentary supported by textual and/or literary evidence.
(5) Create a variety of analytic activities focused on the readings from the AP list in order to help beginning literature students carry out close-readings and critical analyses.
(6) Based on each student’s goals, either write an extensive, analytic research paper (MLA) that demonstrates your abilities to present an original argument and support it with literary, cultural, and/or historical evidence… Or design a Unit containing lesson plans and activities (following a pedagogical approach) that will serve to teach AP Spanish literature for 5 consecutive classes.
TEXTBOOK AND MATERIALS

REQUIRED:
The online code for the “Explorer” supplement IS NOT required, though it is optional should you want access to these additional materials (quizzes, sample questions, etc.)
- Additional readings in Canvas (literary texts and critical articles). You must always print the **literary texts**, given that the goals of the course center on literary analysis and the identification of literary strategies for the purpose of *teaching* literature. You do not have to print critical/secondary articles if you take good notes; but you may prefer to print them out and highlight the text or write in the margins instead of taking notes.
- A **3-ring binder** of at least 2-3” to organize all the information necessary for preparing students to the AP exam (all notes, AP materials, secondary readings on literature, pedagogical articles and activities, etc. will be kept in this portfolio)

RECOMMENDED (OPTIONAL):

EVALUATION
- Participation, homework, journals 30%
- Presentations (2) 15%
- Exams (midterm and final) 20%
- Final project 25%
- Final course portfolio 10%

At Kansas State the following letter grading scale is used (without +/-), which corresponds to the following grades in this course:

- A 90.0-100: **excellent, outstanding**
- B 80-89.99: **very good**
- C 70-79.99: **adequate, acceptable**
- D 65-69.99: **poor**
- F < 64.99: **insufficient; failure**
- XF Violation of the KSU Academic Honesty code

Graduate vs. Undergraduate grades:
There are different expectations in terms of the extension and development (degree of difficulty or profundity) in the assignments of undergraduate and graduate students.

COURSE COMPONENTS

**Participation and attendance** (30%, with preparation/homework/journals)
Active participation is fundamental in an advanced seminar class. You will receive a grade for participation *each day* (3 outstanding, 2 good/sufficient, 1 lack of discussion or preparation, 0 no speaking or participation). If you miss a class, the participation grade will be 0, unless you turn in completed homework and notes on the day you return; in that case, you may receive a 2.5.
Attendance policy: Attendance is obligatory; you may miss 2 classes (1 week) during the semester with no penalty to the final grade. Final grades will be reduced by 5% for each absence after the 2nd; the limit of absences is 6 – with the 7th absence you will receive an F in the course.

Preparation, homework, and journals
Daily homework and preparation is key to success; there are three types of homework:
(1) Occasional Canvas quizzes (literary terms) prior to class
(2) Notes and questions/guides: Read all assigned texts carefully before class, taking detailed notes for your portfolio; look up unfamiliar terms or concepts; reflect seriously on each text.
   (a) For literary readings, you should arrive to class with a tentative analysis of the work(s) and be able to propose possible interpretive approaches or methods of teaching related to the themes and goals of the AP exam. Occasionally there will be 1 or 2 specific questions to answer in Azulejo or assigned by the instructor.
   (b) For critical readings or articles, you should be able to offer a synthesis of the material (identify the thesis or the proposed main ideas/argument) and evaluate it critically (what is strong/weak evidence, what are limitations, etc.). You may choose to simply print out the article and mark it (highlighter, notes, post-its) to prepare notes for class discussions. ***There are guides on Canvas to help you prepare appropriate notes***
(3) Weekly journal – You will write several informal “entries” during the semester in which you reflect on the literary or theoretical texts read for the week – questions in Azulejo (at the end of each text/section/unit) can serve as sources of inspiration. Grad students will write 6 entries and undergrads will write 4 throughout the semester. You may select your own due dates – max of 1/week – but you must always turn journals in by Friday at noon via email (Word document). Each entry will be written in Spanish, 350-500 words, double-spaced, with a relevant image. These are informal reflections, but with high expectations for grammar and expression. All entries will form part of your final portfolio.

Presentations (15%) You will present twice during the semester – once based on literature and the teaching of literature; the second time in an “academic” manner based on your final project. There will be detailed instructions for each presentation on Canvas, but the general format is the following: For presentations on literature, you will plan, prepare, and implement an interactive analytic activity with the class, focused on the literary text corresponding to that day (10-15 min). You will turn in a written lesson plan summarizing the structure and objectives of your activity (1 page) and include a pedagogical “tool” (PowerPoint, worksheet, actividad en grupos, etc.) For academic presentations, you will summarize the main points of your final Project and answer questions from the professor and your classmates (10-15 min). You will also create an original poster as a visual aid and a short one-page handout for the class.

Exams (midterm and final) (20%) The two exams require you to synthesize the assigned readings and cultural information in a format similar to you (future) students’ AP exams. Exams are modeled on the AP exam and may include identifications or close-reading exercises, textual or visual analysis, definition of terms, and analytic or comparative essays (on literature, art, history, and culture). The final exam will be cumulative, but with emphasis on texts and themes from the second half of the semester.

Final project (25%): You may choose what type of final project you would like to do, depending on your interests and professional goals. In either case, you have the freedom to choose your own topic. However, to succeed, it is ESSENTIAL that you begin thinking about this project from the first week of
class and especially during the library day in week 5 (Sept. 23, EH 212). As soon as you find a topic that interests you, email me or stop by my office to discuss your ideas and research plans.

The two options are as follows:

(1) A **traditional essay** combining literary analysis and original research – This option will be centered on the AP Spanish reading list and should be comparative (2 or more texts). MLA style; 8-10 typed pages (11-13, graduate students); with bibliography.

(2) A **pedagogical project**: A “unit plan” designed to teach 1-2 works of literature that we do NOT read or discuss in class, but that relate to the AP list and its themes – the unit should cover 5 classes (of 50-60 min. each). In addition to creating lesson plans and activities, you must justify your approach with pedagogical theories that explain your chosen teaching activities and strategies (these can be sources discussed in class or identified in your own academic research). The essay accompanying the project will be 4-7 pages.

During the final weeks of the semester, you will present your work and your research in class for your 10-15 minute “academic presentation”. You should come prepared to present professionally and to ask and answer questions from your classmates and/or the professor.

**Portfolio (10%)**: The purpose of the portfolio is to ensure you complete this course with the resources necessary to teach from the AP Spanish Literature and Culture reading list. You will turn in the portfolio during the final exam, but you will accumulate materials throughout the entire semester. For this reason, please buy a 3-ring binder ASAP to facilitate this organizational project from day 1. Consider the portfolio a form of “enforced organization” 😊.

**GENERAL COURSE POLICIES AND RECOMMENDATIONS**

- **Deadlines** – All deadlines appear on the syllabus. If you are absent, your assignment is still due on the date indicated (you may email it by our class meeting time). If you do not send your assignment, you will lose one letter grade for each day it is late. **Quizzes and exams**: There are no make-ups. Pay attention to the dates on the syllabus. If you missed an unannounced quiz, you may speak with the professor to discuss an alternative.

- **E-mail and communication**: Consult with me immediately (rmbender@ksu.edu or in EH 107) if you have concerns about the course or your progress. I generally respond quickly, but if you email me after 8:00pm it is possible that you will not receive a response until the next morning; on weekends (Fri. 5pm – Sun. 5pm) a response could take 12-24 hours.

- **Movies** – Movies will be on reserve in Hale Library’s Union Desk, or streaming via Swank Digital Campus and/or a link in Canvas; some may be available on Netflix or Amazon and you may have to purchase them or attend a group showing. We will NOT watch movies in class. **You must watch all movies BEFORE the class dedicated to their discussion**.

- **Grammar and writing** – Although this course does not focus explicitly on grammar, one of the objectives of the oral and written assignments is to improve your control of basic and advanced grammar structures and vocabulary. **You are responsible for revising your written work and avoiding basic errors**. An excessive amount of grammatical errors may result in the loss of 1-2 letter grades (up to 20 points) from the writing assignment.

- **Dictionaries** – **Online translators are prohibited and their use will be considered a violation of the Academic Honesty code**. Online dictionaries are not the same as instant translators, and in fact you are encouraged to consult the following online resources:
- **www.wordreference.com** – Spanish/English; there are also discussion forums for common phrases, a verb conjugator, and a free App for your smartphone.
- **www.spanishdict.com** – Spanish/English; like WordReference, but without discussion forums. It also provides a variety of informal and colloquial words (slang).
- **www.rae.es** – Spanish/Spanish. *Diccionario de la Real Academia Española*. Especially useful for finding less common words in Spanish that may not have English equivalents.

**Social Media:** Social media can be very useful for academic purposes. Follow me on Twitter where I share articles and links related to my ongoing projects and courses at Kansas State, or visit my blog (**www.rebeccambender.wordpress.com**) to learn more about my research.

@rebeccadactyl Course hashtag: #779APLatAmLit

*FYI:* Tweets and resources from previous Span 779 courses can be found via:
#APTransatlanticKSU (mix of Latin America and Peninsular texts)
#APSpanishKSU (Spanish peninsular texts only)

---

**KANSAS STATE UNIVERSITY POLICIES**

**Statement regarding Academic Honesty:**
Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System (**www.k-state.edu/honor**). The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

**Academic dishonesty, as defined by the Honor System, includes, but is not limited to:**
- Turning in work that you have purchased, been given, or that another person has done;
- Turning in a paper for which you have received excessive assistance from a tutor/friend;
- Turning in someone else’s work that you have downloaded or copied from the Internet;
- Including others’ ideas in your work without giving credit (i.e. including correct citation);
- Using an Internet translator or other electronic translator, or having a Spanish-speaking friend of family member translate your written assignments to Spanish.

**Weapons Polity and Concealed Carry Statement:** Kansas State University prohibits the possession of firearms, explosives, and other weapons on any University campus, with certain limited exceptions, including the lawful concealed carrying of handguns, as provided in the University Weapons Policy: **http://www.k-state.edu/police/ weapons/index.html**. You are encouraged to take the online weapons policy
education module (http://www.k-state.edu/police/weapons/index.html) to ensure you understand the policy’s requirements, including the requirements related to concealed carrying of handguns on campus.

Students possessing a concealed handgun on campus must be 21 years of age or older and otherwise lawfully eligible to carry. All carrying requirements of the policy must be observed in this class, including but not limited to the requirement that a concealed handgun be completely hidden from view, securely held in a holster that meets the specifications of the policy, carried without a chambered round of ammunition, and that any external safety be in the “on” position.

If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual’s exclusive and uninterrupted control. This includes wearing the carrier with a strap, carrying or holding the carrier, or setting the carrier next to or within the immediate reach of the individual.

During this course, you will be required to engage in activities, such as group-work, board-work, individual or collaborative oral presentations in front of the class, or skits that may require you to separate from your belongings, and thus you should plan accordingly. Each individual who lawfully possesses a handgun on campus shall be wholly and solely responsible for carrying, storing and using that handgun in a safe manner and in accordance with the law, Board policy and University policy. All reports of suspected violation of the weapons policy are made to the University Police Department by picking up any Emergency Campus Phone or by calling 785-532-6412.

**Academic Accommodations:** Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of physical or learning disabilities, medical conditions, attention deficit disorder, depression, and anxiety. If you are a student enrolled in courses at the Manhattan campus, contact the Student Access Center at accesscenter@k-state.edu, 202 Holton Hall, 785-532-6441.

**Expectations for Classroom Conduct:** All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

**Academic Freedom Statement:** Kansas State University is a community of students, faculty, and staff who work together to discover new knowledge, create new ideas, and share the results of their scholarly inquiry with the wider public. Although new ideas or research results may be controversial or challenge established views, the health and growth of any society requires frank intellectual exchange. Academic freedom protects this type of free exchange and is thus essential to any university's mission. Moreover, academic freedom supports collaborative work in the pursuit of truth and the dissemination of knowledge in an environment of inquiry, respectful debate, and professionalism. Academic freedom is not limited to the classroom or to scientific and scholarly research, but extends to the life of the university as well as to larger social and political questions. It is the right and responsibility of the university community to engage with such issues.
<table>
<thead>
<tr>
<th>fecha</th>
<th>en clase:</th>
</tr>
</thead>
</table>
| 1 M, 28 ago| **Acercamientos a la literatura. Vocab. literario: géneros, figuras retóricas, etc.**  
(1) AP Website (Canvas)  
(2) Vocabulario literario: narrativa, poesía, teatro (Canvas)  
| L 2 sept   | **Día de trabajo – No hay clase.**  
Usa el tiempo para googlear temas/textos para las presentaciones pedagógicas (considerar tus preferencias y tu horario) y el trabajo final. |
| 2 M, 4 sept| **El encuentro y la hibridez cultural. Análisis de la narración.**  
| L 9 sept   | **La colonia y el Barroco. Sor Juana Inés de la Cruz (México). La poesía y la versificación.**  
Artículo (Canvas): Approaches to Teaching the Works of Sor Juana Inés de la Cruz  
Artículo crítico: selecciona 1 en Canvas (o busca 1 en JSTOR), según tus intereses |
| 3 J 11 sept| **L2 Literature Pedagogy / Pedagogía, literatura de segunda lengua**  
Leer los artículos en Canvas (1) “Meeting the Challenge for Curricular Change in Spanish Language, Literature, and Culture” (Wilbur & Monk 2010) and (2) “Literature in the foreign language syllabus: Engaging the student through active learning” (Reyes Torres, 2012) |
| L 16 sept  | **La independencia. Romanticismo. José María Heredia (Cuba)**  
Leer y tomar apuntes: pp. 215-23, Contexto y “En una tempestad”.  
| 4 M, 18 sept| **La novela de la tierra hispanoamericana. Realismo. Horacio Quiroga (Uruguay)**  
Leer el artículo de Harper, “Strategies for Teaching Literature at the Undergraduate Level” (Canvas). Contestar las preguntas de discusión en Canvas. |
| L 23 sept  | **El Modernismo hispanoamericano y su contexto histórico. El imperialismo. José Martí y Rubén Darío.**  
Leer y tomar apuntes: pp. 246-56, “Nuestra América” (Martí); pp. 257-65, “A
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Actividad</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 M, 25 sept</td>
<td>Roosevelt” (Darío) y leer todas las actividades/cuestiones esenciales.</td>
</tr>
<tr>
<td>L 30 sept</td>
<td>Las tendencias literarias del siglo XX (los -ismos) y su contexto histórico. Nicolás Guillén (Cuba) y Pablo Neruda (Chile). Leer y tomar apuntes: pp. 267-72, Contexto; pp. 305-08, “Balada de los dos abuelos” (Guillén); pp. 309-12, “Walking around” (Neruda); leer todas las actividades/cuestiones esenciales en las pp. 316-20</td>
</tr>
<tr>
<td>L, 7 oct</td>
<td>La voz de la mujer (poesía). Alfonso Storni (Argentina), Julia de Burgos (Puerto Rico) Leer y tomar apuntes: pp. 406-08, “Peso ancestral” (Storni); pp. 408-12, “A Julia de Burgos”; leer todas las actividades/cuestiones esenciales en las paginas después de los poemas. Revisa “Hombres necios,” de Sor Juana (semana 3).</td>
</tr>
<tr>
<td>7 M, 9 oct</td>
<td>La voz de la mujer (poesía). Nancy Morejón (Cuba) Leer y tomar apuntes sobre “Mujer negra,” pp. 413-16; leer todas las actividades/cuestiones esenciales en 417-18; leer todas las actividades/cuestiones esenciales en pp. 465-469 y contestar #1 en p. 468 y #13 en p. 469. Entregar: Propuesta para el trabajo escrito (viernes, 11 de octubre)</td>
</tr>
<tr>
<td>L 14 oct</td>
<td>Repaso y síntesis (literatura, contextos y Examen AP) Capítulos 6-7, Nance, selecciones (consulta Canvas)</td>
</tr>
<tr>
<td>8 M, 16 oct</td>
<td>Repaso y síntesis (literatura, contextos y Examen AP)</td>
</tr>
<tr>
<td>L 21 oct</td>
<td>Examen parcial</td>
</tr>
</tbody>
</table>
| 10 M, 30 oct | **El Boom. Lo fantástico. Julio Cortázar (Argentina)**  
Leer y tomar apuntes: pp. 337-46, “La noche boca arriba; “Axolotl” (Canvas);  
Presentación: __________________________ |
| --- | --- |
| L 4 nov | **El Boom. El mito y la historia. Carlos Fuentes (México)**  
Leer y tomar apuntes: pp. 362-72, “Chac Mool”.  
Presentación: __________________________ |
| M, 6 nov | **Día de investigación: Citas con la profesora (4-8 nov)**  
Noy hay clase. Trabajar en los proyectos finales. Recibirás 3/3 puntos de participación sólo si haces una cita con la profesora. |
| L, 11 nov | **CRÍTICAS. Peer-review y discusiones del borrador.**  
Traer el borrador impreso a la clase – escrito a computadora, doble-espacio. Detalles e instrucciones en Canvas. |
| 12 M, 13 nov | **El realismo mágico. Gabriel García Márquez (Colombia)**  
Presentación: __________________________ |
| L 18 nov. | **Género, erotismo, y magia. Isabel Allende (Chile)**  
Presentación: __________________________ |
| 13 M 20 nov. | **Arte: La epopeya de la civilización americana / The Epic of American Civilization. José Clemente Orozco.**  
Ver las obras de Orozco: [http://www.dartmouth.edu/~spanmod/mural/all.html](http://www.dartmouth.edu/~spanmod/mural/all.html).  
**Entregar: el trabajo final (viernes, 22 de noviembre)** |
| 25-29 nov | **VACACIONES – DÍA DE ACCIÓN DE GRACIAS** |
| L, 2 dic. | **El teatro. El individuo y la sociedad. Osvaldo Dragún (Argentina)**  
Leer y tomar apuntes: pp. 389-98, Historia del hombre que se convirtió en perro. |
| 14 M 4 dic. | **Literatura en español en EE.UU. Sabine Ulibarrí (NM) y Tomás Rivera (TX)**  
Leer y tomar apuntes: pp. 470-90, “Mi caballo mago” (Ulibarrí); “...y no se lo tragó la tierra” y “La noche buena” (Rivera); y leer todas las actividades/cuestiones esenciales. |
| L 9 dic. | **Presentaciones académicas** |
| M, 11 dic | **Presentaciones académicas**  
**Repaso final y conclusión del curso** |

**Examen final, entregar el portfolio: jueves 19 de diciembre 4:10-6:00pm**