Kansas State University – Spanish 735 (Fall 2021)

Literary Portraiture & Modern Spain
MW 2:30-3:45pm, EH 012 / Join our class GroupMe.

Dr. Rebecca M. Bender (rmbender@ksu.edu)
Associate Professor of Spanish Literature & Culture
Office: 107 Eisenhower Hall
Office hours: Mondays & Wednesdays, 11:30-12:30pm, and by appointment (via Zoom)

COURSE DESCRIPTION:
This course will explore Spanish history through art, literature, and historical texts. This class is structured around a Paloma Díaz-Mas’s 1992 Spanish historical novel, *El sueño de Venecia*, which offers a literary mosaic through which we will discuss modern Spanish historiography, the relationship of the past to the present, and the function of portraiture, art, and literature in the construction of national history and identity.

COURSE OBJECTIVES:
• **Recognize** and develop an appreciation for the richness and complexity of longer narratives (*la novela*) and of portraiture (*el arte del retrato*), and specifically for Spanish narrative and art.
• **Understand** the lasting impact that Spain’s complex history has had on Spanish literature and visual/material culture through the present day.
• **Analyze** and **compare** literary genres and artistic portraiture within the Spanish context, while recognizing their relationships to Spain’s diverse historical, social, and material conditions, from the Golden Age to the Present.
• **Express clearly** and **effectively**, in both written and spoken Spanish, your original interpretations supported with logical literary and historical evidence. Further develop the capacity to read, write, and speak in Spanish at the advanced to superior levels (ACTFL), while advancing critical thinking and reading skills.
• **Perform scholarly research**; learn how to seek out information on literary works and art, as well as their historical and cultural contexts. **Synthesize and share** your findings, recognizing connections beyond literary studies, art history and the novel/portrait, and within our own lives.
• **Research and design** a creative final project – written, visual, and/or interdisciplinary – that showcases your own research and interpretation of the novel and portraiture in the Spanish context.
BOOKS AND MATERIALS:

- **required:** *El sueño de Venecia*, Paloma Díaz-Mas (Compactos Anagrama, 1992), ISBN: 8433967231. Available at the K-State Union Bookstore ($15) or via Amazon from $12.

EVALUATION:

- Engagement (homework & participation) **40%**
- Project **40%**
- Presentation & Reflections **20%**

K-State uses the following grading scale. In this course, grades will be earned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A=outstanding</td>
<td>90-100</td>
</tr>
<tr>
<td>B=very good</td>
<td>80-89.9</td>
</tr>
<tr>
<td>C=acceptable; ok</td>
<td>70-79.9</td>
</tr>
<tr>
<td>D=poor</td>
<td>65.0-69.9</td>
</tr>
<tr>
<td>F=insufficient; failure</td>
<td>&lt; 64.99</td>
</tr>
<tr>
<td>XF</td>
<td>Violation of the K-State Honor Code (Academic Honesty)</td>
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Engagement (homework and participation) **(40%)**

You will have daily written homework in this class, which you will complete in a single GoogleDoc or an “old-fashioned” notebook, depending on your preferences. Throughout the semester, you will use these daily notes, observations, and discoveries to create your final exhibition project-guide. At times you will submit homework via Canvas, or the professor will randomly select days to grade the work that you bring to class. “Engagement” consists of consistent in-person attendance, active participation in class and group discussions by asking questions and offering observations, good faith effort to complete all readings/homework, and periodic reflection on your own progress, learning, questions, discoveries, ideas, strengths, and weaknesses.

Attendance in class is required, as we best develop languages and critical thinking skills when interacting with each other in our shared community. Exceptions: *If you must miss class due to any illness, Covid-related symptoms, quarantine/isolation, or any University Excused Absence, you may email me 24 hours prior to the class you will be missing and request to either (a) attend synchronously via Zoom, or (b) complete an asynchronous assignment to substitute for class attendance that day, depending on the professor’s goals and plans for the class session. If completing an asynchronous assignment, it must be submitted before the next class session.*

Final Project **(40%)**

You will work on a final creative project throughout the semester, with a partner or in small groups of 3-5 students. This project, like our entire course and the novel upon which it is based, will be interdisciplinary – meaning that it will incorporate your observations and research into Spanish literature, history, art, and culture more broadly. I will provide you with a general template, but there will be flexibility in designing your own on-going project. You will determine your preference to work with a partner or a small group by Wednesday, September 15 (see syllabus calendar). Projects will be based on portraiture and the varied literary genres associated with each chapter of the novel (see the descriptions with each new “Unidad” or chapter).

Final Presentation and Reflections **(20%)**: The final presentation of your project and course reflection will be completed together during weeks 14-15 of the semester, after Thanksgiving break. While you will work on your project throughout the semester, week 14 is reserved for you to workshop with the professor and your partner(s) and finalize the product. Week 15 and the final exam period are reserved for further workshopping, meetings with the professor, and final interdisciplinary presentations.
GENERAL COURSE POLICIES AND RECOMMENDATIONS

- **Use of Spanish** – Dr. Bender takes a multilingual, translanguaging approach to teaching and learning Spanish. This means that Spanish is the primary language of instruction in the classroom, and everyone is encouraged to use Spanish as much as possible – but English is NOT prohibited, nor is codeswitching. On the contrary, **students are encouraged to make use of their entire linguistic repertoires** in the classroom or on assignments when appropriate for clarifying communication and expanding knowledge and mastery of Spanish. For more information on “Translanguaging” and its benefits for language study (vs. immersion or “Spanish-only” approaches), listen to this podcast (50-min): **Language Ideologies and Translanguaging with Emma Trentman**, via We Teach Languages (January 24, 2020). If you listen to it, send me an email letting me know what you think or ask me about incorporating this content into your final reflection.

- **Deadlines** – All deadlines appear on the syllabus or Canvas. If you are absent, your work is still due on the date indicated. Speak with the professor to discuss extenuating circumstances.

- **E-mail and communication**: Communication with your professor is essential for success in college courses. Consult with me immediately if you have questions or concerns – via our class GroupMe, (quick informal questions), by email rmbender@ksu.edu (formal requests or arranging an appointment), during my office hours in EH 107 or zoom, or set up a Zoom meeting.

- **Movies** – When possible, movies will be streaming via Swank, Netflix, etc. We will NOT watch movies in class; you must watch them 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. **Revising and re-reading your written work to avoid and catch basic errors demonstrates high engagement and reflection.** An excessive amount of careless errors reflects minimal engagement and scant reflection.

- **Dictionaries** – Online dictionaries are encouraged, as opposed to translators, which can be unreliable without appropriate context. I encourage you to consult the following resources:
  - [www.wordreference.com](http://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](http://www.spanishdict.com) – Spanish/English; similar to WordReference, but without discussion forums. It also provides a variety of informal and colloquial words (slang).
  - [www.rae.es](http://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 – especially in conversation and literature courses. Follow me on Twitter where I share articles and links related to my ongoing projects and current courses at Kansas State, or visit my blog ([www.rebeccambender.wordpress.com](http://www.rebeccambender.wordpress.com)) to learn more about my research.

Follow @KStateSpanish Social Media

Blog: [www.kstatespanish.wordpress.com](http://www.kstatespanish.wordpress.com)
## Tentative Course Schedule

***The professor reserves the right to change this schedule and the readings during the semester***

<table>
<thead>
<tr>
<th>fecha</th>
<th>en clase discutiremos:</th>
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</thead>
</table>
| 1          | **L, 23 ago**  
Presentación del curso:  
El arte del retrato, *Portraiture*: La relación entre el arte, la literatura y la H/historia |
| M, 25 ago  | **unidad I: Siglo de Oro (1520s-1680s): el pícaro y el barroco**  
España de los Habsburgo; prólogo de la novela |
| 2          | **L, 30 ago**  
La novela picaresca: *Lazarillo de Tormes*, prólogo y tomo I (1554) |
| M, 1º sept | Capítulo 1, parte 1                                                         |
| L, 6 sept  | **Día del trabajo – no hay clase**                                                      |
| 3          | **L, 13 sept**  
Capítulo 1, parte 3                                                        |
| 4          | **M, 15 sept**  
El arte del retrato, “*Portraiture*”: *Preparar y planear los proyectos en grupos* |
| L, 20 sept | **unidad II: El Siglo de las luces (1700s-1820s): el neoclasicismo**  
El género epistolar: *Cartas marruecas* (1789) |
| 5          | **M, 22 sept**  
Capítulo 2, parte 1                                                          |
| L, 27 sept | Capítulo 2, parte 2                                                         |
| M, 29 sept | Capítulo 2, parte 3                                                          |
| L, 4 oct   | **unidad III: Siglo XIX (1860s-90s)): el realismo y costumbrismo**  
La prosa de Emilia Pardo Bazán y Benito Pérez Galdós (1860s-1890s) |
| 7          | **M, 6 oct**  
Capítulo 3, parte 1                                                          |
| L, 11 oct  | Capítulo 3, parte 2                                                          |
| M, 13 oct  | Capítulo 3, parte 3                                                          |
| L, 18 oct  | **unidad IV: Siglo XX, posguerra (1950s-70s): la fantasía y el realismo social**  
La narrativa de Carmen Martín Gaite, *Cuarto de atrás* (1978)  
| 9          | **M, 20 oct**  
Capítulo 4, parte 1                                                          |
| L, 25 oct  | Capítulo 4, parte 2                                                          |
| M, 27 oct  | Capítulo 4, parte 3*                                                      |
| L, 1º nov  | Capítulo 4, parte 4; y Ana María Matute, “Niños tontos” (1956) |
| 11         | **M, 3 nov**  
Capítulo 4 y repaso de Capítulos 1-3                                        |
| L, 8 nov   | **unidad V: Siglos XX-XXI (1990s-presente): la escritura académica**  
El papel del historiador de arte |
| 12         | **M, 10 nov**  
Capítulo 5                                                          |
| L, 15 nov  | Síntesis y análisis de toda la novela                                          |
| M, 17 nov  | Síntesis y análisis de toda la novela                                          |
| 22-26 nov  | **Vacaciones de Thanksgiving**                                                    |
| L, 29 nov  | Proyectos                                                                  |
| M, 1º dic  | Proyectos                                                                  |
| L, 6 dic   | Proyectos*                                                                  |
| M, 8 dic   | Proyectos*                                                                  |

**PRESENTACIONES:** Final Exam period: Tuesday, December 14, 4:10-6:00pm
**Kansas State University Policies**

**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](http://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 or electronic translator, or having a Spanish-speaking friend or family member translate your written assignments to Spanish without prior approval from the professor.

**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. Contact the Student Access Center at [accesscenter@k-state.edu](mailto: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 in the Student Governing Association By Laws, Art. V, sect. 3, no. 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

**Mutual Respect and Inclusion in K-State Teaching and Learning Spaces:** At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities. Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the [K-State Principles of Community](https://www.k-state.edu/principles-of-community/). If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the [student code of conduct](https://www.k-state.edu/sga/judicial/student-code-of-conduct.html) can be reported here. If you experience bias or discrimination, it can be reported here [https://www.k-state.edu/report/discrimination/](https://www.k-state.edu/report/discrimination/).

**Face Coverings:** All students are expected to comply with K-State’s face mask policy. As of August 2, 2021, everyone must wear face masks over their mouths and noses in all indoor spaces on university property, including while attending in-person classes. This policy is subject to change at the university’s discretion. See additional information and the latest on K-State’s face covering policy here: [https://www.k-state.edu/covid-19/guidance/health/face-covering.html](https://www.k-state.edu/covid-19/guidance/health/face-covering.html).

**Mental Health:** Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination,
or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse. If you are struggling with these issues, do not wait to seek assistance.

- **K-State University Counseling Services** ([k-state.edu/counseling/](http://k-state.edu/counseling/)) offers free, confidential services
- **Lafene Health Center** ([https://www.k-state.edu/lafene](https://www.k-state.edu/lafene)) has specialized nurse practitioners
- **The Office of Student Life** ([k-state.edu/studentlife](http://k-state.edu/studentlife)) can direct you to additional resources
- **K-State Family Center** offers individual, couple, and family counseling services on a sliding fee scale ([https://www.hhs.k-state.edu/familycenter/](https://www.hhs.k-state.edu/familycenter/)).
- **Center for Advocacy, Response, and Education (CARE)** provides free and confidential assistance for those in our K-State community who have been victimized by violence ([https://www.k-state.edu/care/](https://www.k-state.edu/care/)).

**Weapons Policy:** 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, found at [http://www.k-state.edu/police/weights/index.html](http://www.k-state.edu/police/weights/index.html). You are encouraged to take the online weapons policy education module ([http://www.k-state.edu/police/weights/index.html](http://www.k-state.edu/police/weights/index.html)) to ensure you understand the requirements of the policy, including the requirements related to concealed carrying of handguns on campus.

Students possessing a concealed handgun on campus must be lawfully eligible to carry and either at least 21 years of age or a licensed individual who is 18-21 years of age. 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. **In this Spanish-Language class, students will regularly participate in activities like group work, board-work, or performing short skits or role-plays. These activities may require students to either be separated from their bags or be prepared to keep their bags with them at all times during such activities. A student who carries a concealed handgun in a backpack or a bag may take steps to conceal the handgun on his or her person before arriving, or otherwise 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.