The University of Texas at El Paso
The Department of Latin-US & Linguistics
Syllabus: SPAN 3303 / SPAN 4390

Course Information:
SPAN 3303: Spanish Literature since 1700 (CRN: 27016)
SPAN 4390: Topics in Spanish (CRN: 27774)
Term: Spring 2024
Delivery Method: In-person
Meeting Day and Time: MW 3:00-4:20pm
Location: Quinn Hall 103

Instructor Information
Dr. Sara Potter
Email: sapotter@utep.edu (preferred method of written communication)
Office Location: Graham Hall 309
Campus Mailbox: Graham Hall 104
Office Hours:
- Face-to-Face: Monday 4:30-6:30, Thursday 1:00-3:00pm, or by appointment.
- Virtual: By appointment through Teams or Zoom

Course Description:
SPAN 3303 is a three-credit course that is part of the 33xx level survey offerings in the Spanish major (3301, 3302, 3303, and 3304; students may select two of these four courses). This particular version of SPAN 4390 is a three-credit course that may count as one of the two 43xx level classes required for the Spanish major. Both SPAN 3303 and 4390 are included under the Humanities section of block electives.

This class offers a panoramic survey of peninsular Spanish literature and culture from 1700 to the present. We will be studying a mixture of canonical and non-canonical works of literature as well as film, television, and music. This class seeks to offer a plurinational vision of the Spanish nation-state, addressing how various national groups exist within the same polity or country and offering examples of cultural production in Basque, Catalan, Galician, Valencian, etc. (with subtitles or in translation as appropriate). We will also consider questions of empire, identity, exile, migration, and linguistic ideology and the ways these topics have manifested and evolved from the beginnings of the Borbón dynasty in 1700 up to the present day.

Course Objectives and University Learning Outcomes
By the end of the course, students will be able to:

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<th>Student Learning Objective</th>
<th>Outcome</th>
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<td>Demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</td>
<td>Teamwork Skills</td>
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<tr>
<td>Develop existing critical thinking skills through literary and cultural interpretation, analysis, evaluation, inference, and explanation</td>
<td>Critical Thinking Skills</td>
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<td>Engage as a community of writers who dialogue across texts</td>
<td>Communication Skills</td>
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<td>Conduct research on texts and authors to deepen knowledge on topics of interest and to contribute to the discipline</td>
<td>Research &amp; Scholarly Activities</td>
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Students will familiarize themselves with major literary, philosophical, and theoretical currents and conversations in peninsular Spanish history and literature from 1700-present and engage in critical verbal and written analysis of each text in written and spoken Spanish, all the while considering the historical, social, and political context in which each text was produced. Various aspects and representations of gender, race, and class will be considered over the course of the semester.

Students will develop the skills of critical and analytical reading and writing of the narratives addressed in this course, with particular emphasis given to the processes of close reading and academic writing. In all cases, but most particularly for those who are Spanish majors and minors, the essays and in-class presentations will evaluate the student’s ability to do the following:

- The student must demonstrate evidence of a careful and attentive reading through the analysis and/or synthesis of assigned texts.
- The student must consider the text in terms of its historical, cultural, political, and social context and be able to explain how it fits into the greater intellectual conversation (how it agrees/disagrees with previous texts or ideas, if and how it expands upon other ideas or critiques them, etc.)
- The student should be able to identify connections between and across texts and historical events (how different texts address similar themes over the years, for example).
- The student will be able to present their ideas in a well-organized manner, with a strong thesis statement or central argument and supporting paragraphs with good transitions and a conclusion in clear, academic Spanish.

**Required Materials:**
All of the texts for this class (articles, films, short stories, novels) will be posted on Blackboard in .pdf form or are available from the UTEP library (in e-book or pdf format unless specifically indicated). It is your responsibility to obtain these texts and to read them carefully before each class. If there are any problems finding a text, or with the format, please let me know immediately. Showing up to class and informing me that the text could not be found is not acceptable.

**Assignments and Grading**
*Composition of Grade for 3303/4390:*
- Participation: 10%
- Daily Reading Quizzes: 15%
- Exams (3): 30%
- Presentation: 15%
- Final Research Paper/Creative Project: 30% (in sections: proposal, outline, etc.)

**Participation:** This will be described in the “Attendance and Participation” section on p. 4.

**Daily Reading Quizzes:** These will be short quizzes (short answer or multiple choice, 5-6 questions) at the beginning of (nearly) every class. Questions will cover the most important points of each text and will generally leave an open space for students to indicate questions, observations, or topics of interest that will serve as a jumping-off point for the class discussion and activities to follow.

**Exams:** Three exams will be given in class over the course of the semester. The exams will consist of open-ended, short answer (responses of a few words or sentences) or short essay questions (responses of 150-250 words). These will be big-picture questions related to the assigned readings up to that point and will may include questions regarding historical context, analysis of characters, comparison of two texts written during different time periods, etc. Students may use their notes and texts during these exams.
**Presentation:** Students will prepare a brief presentation to be given during the class. This will be after spring break, but students will need to choose their topics before break to avoid repetition and allow ample time for research and preparation.

SPAN 4390: Present about an important social movement in 20th or 21st c. Spain: why did it emerge? In reaction to what problem(s)? What are its objectives? How is it organized? What were its achievements? How would you explain to someone else if you were part of the movement?

SPAN 3303: Present about a theme related to Spain that we have not covered in class and that is of interest to you: corridas de toros, flamenco, zarzuela, Semana Santa, independentismo catalán, el idioma vasco…etc. This should not be presented as something odd or exotic, but rather read as a socio-cultural element that is presented in connection with other texts/topics in the class.

More detailed information and evaluation rubrics will be made available during the first weeks of class.

**Final Research Paper/Creative Project:** This will be a 6-8 page research essay for 3303 (10-12 pp. for 4399) OR a creative project that includes a written scholarly reflection and explanation of your work. At least one primary text must come from the syllabus, either for analysis (option A) or as an artistic inspiration (option B). For both options, you will be expected to consult academic resources (scholarly articles, book chapters, and books) to inform and support your arguments and analyses.

- **Proposal + Preliminary Bibliography:** The proposal is a one-page (two sides, max 500 words) document in which you propose your argument (thesis statement), topic, and the text(s) you intend to analyze OR a one-page description of the creative project you intend to undertake and how (theme and medium—painting, one-act play, musical composition, web comic, etc.). Both options require a minimum of three (3) academic resources (articles, academic book chapters, etc.) that will support your argument and/or inform your project. NB: The bibliography (MLA format/style) is required but does not form part of the word count. **50 pts.**

- **Outline:** This outline will include your thesis statement, itinerary or roadmap (how you plan to support your thesis in the paper that follows), and the topic sentences and sub-arguments for each paragraph. The creative option should also include information on the work in progress—materials, challenges, etc. Also include any changes in/additions to the bibliography. **50 pts.**

- **Taller de escritura:** Bring the COMPLETE final essay/project + reflection to class for a writing workshop. **50 pts.**

- **Final Essay (+ versión del taller + hoja(s) del taller) must be turned in by email to sapotter@utep.edu before midnight on Monday, May 6, 2024.** Whatever reaches me is what I will grade, so please be sure you label your versions properly. I will write you to confirm that the essay/project has reached me. **150 pts.**

**Grading Scale:**

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A &= 100-90 \\
B &= 89-80 \\
C &= 79-70 \\
D &= 69-60 \\
F &= 59-0
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**Technology Requirements**

Most course content is delivered via Blackboard or email. Ensure that your UTEP email account is working and that you have access to the web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers can be buggy.

Written assignments prepared at home may be completed in Microsoft Word. If you choose to use OneDrive, Google Docs, etc., please double check the format before you print or submit the essay in question to be sure that it looks as it should (spacing, paragraphs, footnotes, images, etc.)
Personal computers, iPads, tablets, etc., must be used for class-related activities (reviewing texts, taking notes, researching writers/concepts, etc.). Please turn off or silence all cell phones, beepers, or anything else that goes off, beeps, or otherwise makes noise.

**Course Communication:** How we will stay in contact with each other

- **Office Hours:** I will have in-person office hours for your questions and comments about the course, but you are welcome to request a virtual meeting if that is a better option for you. If my office hours do not mesh with your schedule, please let me know and we can find a mutually convenient time to meet, either in person or virtually.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within one business day. (Please consider that an e-mail that reaches me on Friday evening may not be answered until Monday.) When e-mailing me, be sure to email from your UTEP student e-mail account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

**Attendance and Participation**

Attendance is extremely important in a class of this nature, as is punctuality. For these sixteen weeks, we are forming a community of readers, writers, and thinkers, and as such it is vitally important to be mentally and physically (or virtually) present, involved, and engaged. Participation means that you are awake, pay attention to the lecture/discussion, and contribute to class discussion by coming prepared (with your texts and with the homework/reading complete), asking relevant and productive questions about the readings, engaging with and thoughtfully responding to other students, and participating actively in small group work and/or discussion boards. It is important to me to create an environment in which we are ‘comfortable being uncomfortable,’ that is, in which it is safe to take intellectual risks and to explore new or difficult or uncomfortable ideas. Students will also have smaller assignments that include preparing questions related to assigned readings and collaborations in the form of collective note taking in small groups in a Google Doc (groups will be assigned by the professor). The objective is to deepen student engagement with the texts, with the topics discussed in class, and with others in the class in various venues.

Part of this participation grade involves a short and informal one-on-one meeting with me during the first three weeks of class (that is, by **Friday, February 2, 2024**). This is for all students, even if you have taken a class with me before. I am happy to work with your schedules to make this possible, as these meetings are a place for you to tell me about yourself, your studies and interests, your expectations, hopes, and/or concerns for the class, and anything else that is important for me to know. When possible, these meetings will be in my office (Graham 309). However, since the office is on the third floor of a building that does not have any elevators, it may not be accessible to all students. In that case, I am more than happy to meet in a different location or to hold the interview virtually (over Zoom, Teams, etc.).

**Illness Precautions**

Please stay at home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible so that we can work on appropriate accommodations.

**Absences**

Student evaluations, project outcomes, and studies have all shown that students have a more positive and productive experience in face-to-face classes when attendance rates are high. The class is a mixture of individual, small group, and full-class work, discussions, and debates; as such, every person contributes significantly to the dynamic and the pacing of the class. It also helps students to feel more supported – for
example, it is very helpful to have contact information for at least a few of your classmates so that you can ask questions, share notes, etc. At the same time, I do not want anyone to feel that they need to come to class when they are sick. In an attempt to find a happy medium, we will do the following:

1. If you must be absent, there is no need to say why—that is your life and your business. HOWEVER, I do expect you to contact me as soon as you know you will need to be absent and to follow up shortly afterward to catch up on what you missed. After a significant number of absences (four consecutive absences or six sporadic ones), your participation grade will be impacted (one percentage point for each additional absence). If this becomes the case, we will also need to meet to discuss solutions and strategies.

2. It is most important to be present for peer review dates, exams, and presentations, as these are all very time-sensitive assignments.
   a. If you miss a peer review date, you must make arrangements with a classmate (ideally in advance) so that both of you can participate in the peer review process. (This is another good reason to have contact information for at least 2-3 classmates.) Failure to do so will result in the deduction of half a grade from the project in question.
   b. If you know in advance that you will be absent on the day of an exam, you must arrange a makeup date ahead of time. If there is an emergency on the day of the exam, it must be made up within a week for full credit.
   c. Presentations are directly related to the assigned readings and themes for that day and are the most disruptive days to be absent. If you know ahead of time that you will be unable to attend, please let me know as soon as possible. Solutions may include switching presentation dates with a classmate, submitting a video presentation ahead of time to show in class, submitting presentation materials to distribute and work on in class, or presenting via Zoom. If none of this is possible, you will be expected to present on the day you return for full credit.

The goal is for students to remain engaged with the professor, with the coursework, and with each other so that everyone feels supported and no one feels lost or falls between the cracks. Communication is essential for this to happen. After spring break, we will reassess to see what has worked and what may need to change.

**Excused Absences and Course Drop Policy**
As stated in the previous section, I do not need to know why you are unable to attend class. After four consecutive absences or six sporadic absences, however, your participation grade will be impacted (one percentage point for each additional absence). While I will contact you to check on you after that many absences, I will not drop you from the course. If you feel that you will be unable to complete the course successfully, please let me know and then contact the Registrar’s office to initiate the drop process. Otherwise, you are at risk of receiving a failing grade in the course.

**Deadlines and Late Work**
Writing assignments have a semi-flexible deadline EXCEPT for peer review days. Students who miss a peer review session and do not find an alternative way to participate in the peer review process will have half a grade deducted from the project in question. Other writing assignments may be submitted up to 48 hours after the formal deadline for full credit. After that 48-hour window, the assignment loses a letter grade for every day it is late.
Incomplete Grade Policy
Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Accommodations Policy
The University is committed to providing reasonable accommodations to students with documented disabilities, as am I. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. (This is a recent addition; for further details, please consult the University’s Student Pregnancy and Parenting Nondiscrimination Policy.) To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal. If you have a condition that may affect your ability to exit safely from the premises in an emergency or that may cause an emergency during class, you are encouraged to discuss this in confidence with me and/or the CASS. It is important to me to do whatever I can to support you, both in-person and online.

Scholastic Integrity
Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

On Chat GPT and other AI technologies: I really do not recommend using it for reasons that we will discuss in class. There are many ethical concerns related to AI technologies (among them their tendency to pull academic and literary texts into a system without credit or recompense of any kind for the authors of the original material). Furthermore, I find that it makes students’ lives more difficult since these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete, including false citations. If you do choose to use it, however, you will need to cite it as you would any other source. Students must properly cite and give full credit to the program used upon submission of every relevant assignment.

For example, text generated using ChatGPT must be cited:
Chat-GPT(version). Date of query (year/month/day). “Text of your query.”
Generated using OpenAI. https://chat.openai.com/

You will also need to include a separate paragraph to explain to me how you used it and how it was useful (or not) as part of the assignment. Please do not use it as a search engine or as a citation generator. The AI will make up books, articles, authors, and citations that do not exist. (Apologies if this seems self-evident, but I have heard and read reports of students doing this and becoming very frustrated.)

Spring 2024 Calendar: https://www.utep.edu/student-affairs/registrar/academic%20calendars/academic-calendar.html
Important dates to keep in mind include:

- **Wednesday, January 31**: Fall Census Day
- **March 11-15**: Spring Break
- **Thursday, March 28**: Course Drop Deadline (W/D). Please note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.
- **Monday, May 6**: Due date for final paper/project


Course Resources: Where you can go for assistance
UTEP provides a variety of student services and support that may be found [here](https://www.utep.edu/student-affairs/registrar/scheduling/final-exam-schedule-spring-2024.pdf).