Course Information:
SPAN 5341: Literatura española, ss. XX-XXI
Term: Spring 2024
Meeting Day and Time: W 5:00-7:50pm
Location: Health Science/School of Nursing Building 219

Instructor Information
Dr. Sara Potter
Email: sapotter@utep.edu (preferred method of written communication)
Office Location: Graham Hall 309
Campus Mailbox: Graham Hall 206
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

Class Description:
This class offers a panoramic survey of peninsular Spanish literature in the 20th and 21st centuries. We will be studying a mixture of canonical and non-canonical works of literature (novel, essay, short story, poetry, theater, graphic novel) 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 other languages besides Spanish (castellano). This class will also focus on narratives related to issues of empire, colonialism, migration, and identity.

Primary Texts:
Unless otherwise indicated, all assigned texts will be available in electronic format, either on Blackboard or from the UTEP library. These include but are not limited to:

- José Ortega y Gasset, *La deshumanización del arte* (1925)
- Miguel de Unamuno, *San Manuel Bueno, mártir* (1931)
- Federico García Lorca, *La casa de Bernarda Alba* (1936)
- Carmen Laforet, *Nada* (1945)
- Remedios Varo, “De Homo Rodans” (1959)
- Juan Goytisolo, *Señas de identidad* (1966)
- Pedro Almodóvar, dir. *¿Qué he hecho yo para merecer esto?* (1984)

References will be posted on Blackboard in a separate content area and include historical texts, documentaries, and other materials to provide a larger historical and political context for the primary texts on the course calendar. These will be added over the course of the semester as appropriate.
Course Objectives and University Learning Outcomes
By the end of the course, students will be able to:

<table>
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<tr>
<th>Student Learning Objective</th>
<th>Outcome</th>
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<tr>
<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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<tr>
<td>Engage as a community of writers who dialogue across texts</td>
<td>Communication Skills</td>
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<tr>
<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 1900-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 also be considered over the course of the semester.

Attendance, Late Arrivals, 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 important to be present. Part of this attendance 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). I am more than 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 so forth.

Grade Distribution
- Attendance, Participation, and Questions: 15%
- Critical Presentation: 30%
- Short Essays: 30% (15% each)
- Final Research Essay: 25%

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. 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.
Critical questions are an extremely important part of participation for this course. For the purposes of this class, they will work in this way: for each week that you do not do a critical presentation, you are required to send two discussion questions about the readings to the person who is doing the presentation and to me at least 48 hours before each class starts. These questions are not graded—either they are sent and received on time or not—but it will be noted how thoughtful and well-constructed the questions are, since these will help your classmates prepare their critical presentations as they consider how to address these questions. If you know you will not be able to attend a particular class, please send along your questions anyway, as they form a significant part of your participation grade. This will begin on February 21, though it will be useful to read with an eye to posing questions for class discussion from the beginning.

Critical Presentations: Each student is responsible for at least one critical presentation, starting on February 21, 2024. This requires you to choose an academic article or chapter related to the text(s) assigned for that day, share it with the class, give a short presentation, and to lead class discussion, focusing on the ways in which the articles, critic(s), and/or critical(s) tradition in question interact and dialogue with the primary text. A signup sheet will be passed around on or before the third class meeting. It will be necessary to meet with me a week before your presentation to discuss your angle on the materials assigned/selected. This is not meant to be a regurgitation or summation of the material, but rather to focus on two or three major critical and/or theoretical points that are most important to your analysis and discuss how it enriches your understanding and interpretation of the works on the syllabus. Your classmates’ questions are to be considered and addressed while preparing this presentation.

Papers: You will write two reaction/response papers (4-5 pp. max) and one longer research paper (15-20 pp.) over the course of the semester. While either or both of these short papers may serve as groundwork for your research paper, this is not a requirement.

Grading Scale:
A = 100-90     B = 89-80     C = 79-70     D = 69-60     F = 59-0

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 email 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.

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 (two consecutive absences or three 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 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 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, 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](https://utep.edu/student-life/sustainability/equity/).) 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 one's 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)](https://utep.edu/student-life/conduct/) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](https://utep.edu/student-life/conduct/).

**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/](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](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).
- **Wednesday, May 8:** 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/academic%20calendars/academic-calendar.html).