

SPANISH 431: Senior Seminar **Latin American Theater**

Instructor: Timothy Wilson
Office: 606C Gruening
Office hours: T/Th 2-3

Email: tim.wilson@alaska.edu
Phone: 474-5463

Class time and place: Tue & Thu 11:30am- 1 pm in GRUE 310

Prerequisites: COMM 131X or 141X; SPAN 302 or equivalent; senior standing or permission of instructor.

COURSE MATERIALS

Our main text for the class will be a virtual coursepack (*carpeta*), that can be found online at <http://eres.uaf.edu/courseindex.asp> or by following the links through the library's main website. It is required reading. **You are responsible for printing it out and bringing to class the correct readings** for any given day. To avoid lost readings and last minute printer problems, I strongly advise you to print the entire coursepack and have it bound. Supplementary readings will occasionally be provided, and they are also required reading.

DESCRIPTION

This course surveys fundamental theater pieces from Latin America. Theater in the Hispanic world has always been seen as didactic and socially committed; as such, we can expect a study of such plays to not only reflect cultural changes of the time, but also to reveal political events and attitudes. Thus, a study of these works is a study of society, and will serve us as a springboard for discussion of culture and politics. This is an "O" designated course, emphasizing public communication, and meets upper-division oral communication intensive requirements for the baccalaureate core. The course will be conducted in Spanish.

COURSE OBJECTIVES

Course goals

- Become familiar with significant critical issues that have shaped Latin America and its cultural production.
- Practice techniques of literary analysis
- Develop or improve ability to think critically about texts
- Develop skills for oral communication
- Appreciation and enjoyment of texts

Expected student learning outcomes

- Students will gain a better understanding of Latin America culture and politics
- Students will demonstrate knowledge of formal methods of analysis and an ability to respond critically to poetic texts.
- Students will improve Spanish oral communication

INSTRUCTIONAL METHODS

This class is a seminar with an oral focus, and as such, students can expect the class to consist mainly of reading and subsequent discussion. There will not be a significant element of lecture, but rather the professor will act principally as facilitator of interaction. There will be a great deal of whole class interaction, as well as some small group interaction, and some individual presentation. There may also occasionally be some (educational) games.

EVALUATION

To measure the expected learning outcomes, we will use the following resources:

A. Preparation of study guides (*los apuntes*)

This is an upper-division seminar. Therefore, it is not enough to simply *read* the required texts—it is imperative that you also think about them and take notes on them so we can discuss. One of the goals of the class is to help you establish good habits in reading and thinking critically. To help with this, I have supplied you with a form that should be duplicated and used for taking notes on the main information about each work. (See “APUNTES DE OBRA DE TEATRO” below). These will be collected daily, and each day you should expect to be called on to answer from your notes. I think you will find these forms extremely valuable; not only for class discussion, but also as review sheets come exam time, as all the information is collected in one place. If necessary, in order to evaluate your preparation, there may also be some unannounced short (pop) quizzes during the course of the semester. Your professor may also periodically check your text to see if new words have been looked up and glossed. Your preparation for class (as reflected in the apuntes) will comprise 20% of your final grade.

B. Participation (*la participación*)

Just as you cannot learn from this class unless you have prepared for it by reading, conversely, you would not benefit as much from the readings alone as you will from the readings followed by a good discussion of them in class and the input of classmates. For that reason, participation is a highly valued aspect of your class performance and will be graded accordingly; participation comprises fully $\frac{1}{4}$ of your final grade (25%).

There will be some of you who simply do not like to speak publicly. I understand this, because by nature I am introverted, and averse to public speaking. But please bear in mind that nearly half of your final grade is based on your individual written work, but that in any Spanish class, part of proficiency is speaking the language. Hopefully you will look at this as it is intended: as an opportunity to grow.

Participation will be evaluated weekly (See “PARTICIPATION GRADE CRITERIA” below). From 0-5 points will be awarded for each week. *Warning:* As participation figures as a large percentage in your evaluation, you might be surprised to see the damage that regularly receiving 3 points or 0 points will do to your final grade.

C. Presentations (*presentaciones*)

Because this is an “O” designated course, emphasizing public communication, presentations are an integral part of the class. The guidelines for “O” designated courses state that “each student must be involved in the preparation and delivery of [...] 3 or more presentations of at least 10 minutes duration each.” These will consist of **one** presentation (ponencia) and **two** dramatic readings (representación de una escena):

Ponencia: la introducción de una clase. One presentation will consist of introducing one class during the semester. Students should look through the schedule of readings and choose one they find interesting. On the appropriate day, the student will open class by explaining pertinent background (author biography, characteristics of a movement or historical background, or how a play was presented historically, e.g.) and engaging the class with some aspect of the theme related to the readings (i.e., what does Bécquer have to do with passion, for example). This can and should be creative and create interest for the readings. Students should expect and be able to answer questions.

Representación de una escena. On two occasions during the semester—once in the middle and once at the end—students will perform a scene from a play of their choice from those we have read. Unless it is a monologue, students should choose (an appropriate number of) classmates with whom they can present the scene. The scene will be performed from memory, not read, and expressed with the appropriate intonation, etc. Prior to the performance, students will hand in a short informal (written) description of the role they will be playing, how they envision the character (e.g., what the character is feeling, etc), and what they intend to emphasize in their portrayal.

D. Final Exam (*examen final*)

There will be one cumulative final exam in the course. It may include character identification, short-answer questions and/or longer essay questions. The exam is designed to evaluate student comprehension of assigned readings and the concepts contained therein, as well as the ability to think about and respond critically to those texts. The exam constitutes 25% of the final grade.

FINAL GRADE

Components of the Final Grade and weight by percentage

Preparation (Apuntes)	20%
Participation	25%
Presentation	10%
Dramatic reading 1	10%
Dramatic reading 2	10%
Final exam	25%

Grading scale

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	0-60
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

IMPORTANT DATES

Friday, Sept. 11 is the last day to drop a course for a 100% refund of tuition and fees.

Friday, Sept. 18 is the last day to drop a course so it does not appear on academic record.

Friday, Sept. 18 is the last day to drop with a 50% refund of tuition (no refund on fees).

Friday, Oct. 30 is the last day to withdraw from a course with a "W" grade on record.

COURSE POLICIES

Student responsibilities

- Preparation.** This course requires thorough preparation and rigorous analysis of the assigned readings. Be prepared to read carefully and look up many words, to take notes in the margins and write summaries of each act. Your main obligation in the course is to read and to come prepared to talk in every class. You will have a reading for every class period, and the extent of your preparation will be revealed daily in discussion and evaluation. The culmination of an interesting reading can be an engaging discussion with others, but lack of preparation sabotages this exchange and is therefore a disservice not only to yourself, but also to your classmates. Chronic under-preparation will not be tolerated: it will lead to a low final grade.
- Attendance.** It goes without saying that you cannot participate if you are not present. Allowances will be made for a few reasonable and unavoidable absences, but unexcused absences will detract heavily from your grade. As dictated by the standard policy for all Spanish classes, beyond the first 2 absences, each additional unexcused absence will lower your *FINAL* course grade by 1.5% (and missing 14 hours of class or more will result in an automatic "F"). Therefore, if possible please let me know ahead of time if you will have to miss.

Number of Allowable Absences and Amount Grade is Lowered for Excessive Absences

	3 credit classes			5 credit classes	
total # of contact hours in semester	42 hrs			70 hrs	
# of hrs must be present to pass (2/3 of semester)	28 hrs			47 hrs	
# of hrs absent that results in an F (1/3 of semester)	miss > 14 hrs			miss > 23 hrs	
How often class meets	1 day/wk	2 days/wk	3 days/wk	2 days/wk	4 days/wk
# of missed days allowed	1	2	3	2	4
% that final grade is lowered for each add. absence (-1% for ea. hour missed)	3%	1.5%	1%	2.5%	1% or 1.5%

- **Participation** in class interaction is required. See Evaluation (above) and “PARTICIPATION GRADE CRITERIA” (below), for more information.
- **Missed class.** If you miss class, it is YOUR responsibility to check with the instructor or a classmate to see if you missed any assignment, schedule change, etc.
- **Communication with instructor.** Fulfillment of class requirements is the student’s responsibility. The syllabus is very clear and complete, with all assignments spelled out, so there is no excuse for not doing them on time, etc. In other words, the grade you get is completely your responsibility. With that said, students’ learning is my first priority—I want to do anything I can to help you succeed. I am available very often in office hours (or contact me for an appointment), and I welcome questions, doubts and problems of all kinds. If there is anything you feel uncomfortable, worried or unsure about, chances are, we can straighten it out by talking it over. If you don’t come talk to me, you have no one but yourself to blame.

Appropriate class behavior.

You are welcome to bring a drink or snack to class, as long as you clean up after yourself. Side conversations are not acceptable. As a courtesy, you should sit up so your face is visible to others in the class. I expect you to be courteous to classmates and professor at all times. Cell phones and other personal devices must be **turned off**, and there will be NO texting or answering phones in class. See “PARTICIPATION GRADE CRITERIA” below for dire consequences.

Students with disabilities.

UAF makes appropriate accommodations for individuals with disabilities who have been documented by the Office of Disability Services (203 Whitaker Building, 474-7043). Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment to obtain the appropriate documentation if they do not have it. Please meet with me during office hours so that I can collaborate with the Office of Disability Services to provide the appropriate accommodations and supports to assist you in meeting the goals of the course.

Student support services.

UAF is committed to equal opportunity for all students. Students who are the first in their families to attempt a four-year college degree, or students whose incomes are low, have opportunities for tutorial and other forms of support from the office of Student Support Services. Please make an appointment with Student Support Services at 474-2644.

Student code of conduct.

As a UAF student, you are subject to UAF's Honor Code:

"Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.

Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.

No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Violations of the Honor Code will result in a failing grade for the assignment and, ordinarily, for the course in which the violation occurred. Moreover, violation of the Honor Code may result in suspension or expulsion."

APUNTES DE OBRA DE TEATRO

Dramaturgo: _____ (País: _____)

Título : _____ (Año: _____)

Movimiento/escuela/tendencia literaria: _____

Descripción de los personajes:

Escenario/lugar:

Resumen de la trama—dividido por acto (continuar atrás, si necesario):

Técnicas literarias y el efecto que tienen:

Elementos importantes de las acotaciones, el vestuario, etc. y el efecto que tienen:

Temas/Subtemas(continuar atrás, si necesario):

TENTATIVE COURSE CALENDAR

(This schedule may be adjusted to fit class needs)

PREPARAR ANTES DE CLASE:

Semana 1		
3/9	introducción al curso	---
Semana 2		
8/9	Carlos Solórzano: "Los fantoches" (Guatemala/México)	obra entera <i>comenzar a leer acto I de la siguiente obra</i>
10/9	Roberto Ramos-Perea: "La malasangre" (Puerto Rico)	acto I
Semana 3		
15/9	"La malasangre"	acto II
17/9	"La malasangre"	acto III
Semana 4		
22/9	Egon Wolff: "Los invasores" (Chile)	acto I
24/9	"Los invasores"	acto II
Semana 5		
29/9	Osvaldo Dragún: "Y nos dijeron que éramos inmortales" (Argentina)	acto I
1/10	"Y nos dijeron que éramos inmortales"	acto II
Semana 6		
6/10	Jorge Díaz: "El cepillo de dientes" (Argentina/Chile/España)	acto I
8/10	"El cepillo de dientes"	acto II
Semana 7		
13/10	Carlos Solórzano: "Las manos de Dios" (Guatemala/México)	actos I & II
15/10	"Las manos de Dios"	acto III
Semana 8		
20/10	<i>día libre para ensayar</i>	---
22/10	representación de una escena	---

Semana 9

27/10	José Triana: “La noche de los asesinos” (Cuba)	acto I
29/10	“La noche de los asesinos”	acto II

Semana 10

3/11	Rosario Castellanos: “El eterno femenino” (México)	págs. 21-56
5/11	“El eterno femenino” (excerpto)	págs. 56-85

Semana 11

10/11	Diana Raznovich: “Jardín de otoño” (Argentina/España)	acto I
12/11	“Jardín de otoño”	acto II <i>comenzar a leer acto I de la siguiente obra</i>

Semana 12

17/11	Griselda Gámbaro: “El campo” (Argentina)	acto I
19/11	“El campo”	acto II

Semana 13

24/11	Ariel Dorfman: “La muerte y la doncella” (Chile)	primera mitad (págs. TBA)
26/11	Día de acción de gracias— NO HAY CLASE	---

Semana 14

1/12	“La muerte y la doncella” comenzar película	segunda mitad (págs. TBA)
3/12	película	---

Semana 15

8/12	representación de una escena	---
10/12	preparar para el examen final	Componer una lista de temas del semestre

Final Exam: 10:15-12:15 Thurs, Dec. 17

GENERAL PRESENTATION GUIDE

While you are allowed great leeway in the presentation of your topic—in order for you to express yourself in the way you feel most comfortable and use your creativity—there are still a few guidelines that must be followed to ensure quality of presentations. Please think carefully about these points before preparing and giving your *ponencia*.

Does the presentation have a coherent main idea or focus? Please know what you are presenting on, and stick to that topic. It is very helpful if you know what you want to accomplish with the presentation: have a goal.

Is there a well thought-out and logical organization to the presentation in general? Unless you are a natural born entertainer—and perhaps even then—it is a very good idea to make an outline to follow during your presentation, so as to avoid rambling.

Is the presentation an explanation? Your job is not to simply look up a lot of boring facts and then reading off a superficial laundry list of ideas. Please do not tell us a lot of dates and other difficult-to-digest information, especially if the facts do not help us to understand some important point. Your goal should be to bring the class to a better understanding of some concept. Know what it is you want us to learn, and help us get there.

Does the student's treatment of the topic indicate that the student has *thought about the topic* and attempted to develop it in depth? That is, are all the ideas that are presented explored sufficiently? Please avoid superficiality.

Is the presentation given in a free conversational style, rather than READ VERBATIM? Unless you are a professional speaker, and you bring your own teleprompter, you MAY NOT READ your presentation! You may use bullet points or index cards, etc, as a prompter, but any report that is simply written and read will receive a very poor grade. It is deathly boring to listen to such a presentation; please do not subject your classmates to one!

Are slides or other visual/tactile aids used? It is a very good idea to supplement the aural part of the presentation with some artifact that helps with visualization and comprehension. One good way to make slides is to place one or several color photos on a sheet of paper and make a color photocopy onto a transparency, which can be shown on an overhead projector. An item can also be passed around the class, but **please do not pass around photos**, as it is very distracting, and many won't be able to see them till much later. Also, do not show **too many** photos, as instead of a supplement, they can be a distraction from the presentation.

Does the presenter try to involve the listeners in some way? It is vital that you keep the listeners' interest, and a good way to do that is to have some interactive component to your presentation that will involve your listeners.

Does the speaker care about what is being presented? I assume since you chose your own topic, it is something you are interested in. Please try to show an interest, or develop some aspect that IS interesting to you—if YOU are bored, we will DIE of boredom!

PARTICIPATION GRADE CRITERIA

Very Good: 5 points

Arrives to class on time.

Comes to class prepared (texts read at least once, new words looked up and glossed, basic comprehension of text achieved, basic analysis of text on apuntes sheet complete.)

Speaks only in Spanish.

Participates in all discussions with enthusiasm and a positive attitude.

Contributes actively during whole class and small group discussions; asks and responds to questions to further conversation.

Initiates interactions and shares ideas, but doesn't overly dominate discussion; always listens attentively while others speak.

Frequently asks questions when something isn't clear.

Greets people and takes leave using Spanish expressions.

Satisfactory: 4 points

Arrives to class on time.

Comes to class *mostly* prepared (see above).

Speaks only in Spanish.

Participates in *most* activities, *usually* with enthusiasm.

Contributes voluntarily during whole class activities.

Only rarely doesn't listen while others speak.

Sometimes asks questions when something isn't clear.

Greets people and takes leave using Spanish expressions.

Unsatisfactory: 3 points

Arrives no more than 5 minutes late.

Comes to class semi-prepared (text read but only more or less comprehended, analysis on apuntes sheet only partially completed).

Sometimes uses English during small group activities, but always uses Spanish during class discussion.

Participation is often limited to answering instructor's questions.

Is usually an active listener while others talk.

Sometimes contributes actively during small group activities.

Unacceptable: 0 points

Arrives 10 minutes (or more) late, leaves early, or leaves the room for extended periods during class.

Comes to class unprepared (text unread or perhaps nominally read but without looking up words, or without much comprehension, or text not analyzed).

Doesn't contribute to discussions*.

Doesn't listen while others talk.

Uses more English than Spanish when speaking with instructor or classmates.

Doesn't pay attention and/or distracts others.

Anyone caught texting in class will be "texted" a zero for that day.

***Note: Merely showing up for class does not guarantee you will receive participation points. If you come but do not participate, you may receive 0 (zero) points.**

Timothy Wilson 2009

PARTICIPATION GRADE

Nombre: _____

Instructor: Prof. Wilson

WK	Self-score	Prof's revision	Professor's comments <i>Please note that you are allowed 2 absences, after which your final grade (not participation grade) will lowered 1.5% for each additional unexcused absence.</i>	absences to date
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				