

Spanish 357  
**Monsters and Madmen**  
Moravian College  
Fall 2013

Dr. Erica Miller Yozell Comenius Hall 402 610-625-7782 emy@moravian.edu I will generally respond to your emails within 24 hs on weekdays and within 48 hs on weekends.	Class details: MW 10:20-11:30 am Location: PPHAC 301  Office Hours: MW 1:30-2:30, Th 11-12, and by appointment
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Through a focus on eccentric and marginal figures in 20th and 21st-century Latin American literature, we will examine how society defines itself by what it excludes: the crazy, the monstrous, the deviant, the radically other. We will also consider how representations of those figures may at times constitute resistance and social critique.

Pre-requisites: Span 210, 215 and one other 200-level Spanish course (or the equivalents abroad), or permission by the instructor.

**Goals:**

- Build a theoretical framework through which to better understand representations of eccentric and marginal figures in society, as well as discourses of normativity.
- Develop students' research skills and establish an intellectual dialogue through reading, writing and discussion.
- Allow students to engage in independent research within the parameters of the course.
- Develop skills of peer-reading and revision; engage in writing as a process of thinking and communicating.
- Read, understand and analyze primary and secondary sources in Spanish.
- Develop critical writing skills.
- Hone students' ability to communicate with accuracy and nuance in both written and spoken Spanish.

**Required Texts:**

Bombal, María Luisa. *La última niebla*.

Rivera Garza, Cristina. *Nadie me verá llorar*.

Additional texts and films will be available on Blackboard or on reserve at Reeves Library.

**Blackboard:**

I have put together a Blackboard site (<http://blackboard.moravian.edu/>) for this course. On Blackboard you will find a copy of the syllabus, course calendar, my contact information, and the readings and films. As the semester progresses, I will post homework assignments, details on compositions, any changes to the syllabus, and additional information. If you

miss class for any reason, you should check Blackboard so that you know what material to prepare and what homework to complete for the next class.

## EXPECTATIONS AND EVALUATION:

**Participation and homework:** As a workshop-based, seminar-style class, the success of this course depends on the collective efforts of all of us. Students are expected to arrive prepared to participate in all class activities by having studied the topics to be covered and completed all assigned homework or **exploratory writing** assignments.

\***Exploratory writing** will be graded in the following way: the completion of all assignments will guarantee a “B”. If there is writing missing, the student will receive a corresponding grade in the C-F range. Complete, qualitatively superior work will be rewarded with an “A”.

\***Active participation** involves collaborating in paired and group activities, volunteering answers, working on in-class writing, having read and understood any assigned texts, and contributing thoughtfully to class discussions. Simply being present, looking attentive and taking notes is **not** considered active participation. Participation should be in Spanish unless otherwise specified.

\* Absences: 0-2 will not be penalized. Every absence over two will lower the final grade by one point. Exceptions will be made in extraordinary circumstances.

**Short essays (*ensayos cortos y microensayos*):** Students will write multiple short essays on specific topics or concepts. The focus for these activities is to develop ideas and arguments, as well as the writing skills necessary to communicate them. Please, no hand-written papers – all papers should be typed and double-spaced. I will not accept emailed papers unless we have made previous arrangements. Late papers will lose 10 points per day, starting at the time of class. Exceptions will be made only in extraordinary circumstances.

**Final composition and presentation:** Based on their short formal and exploratory writing, students will choose a topic of interest related to the course material and complete an in-depth essay (10-12 pages) on that topic. The essay will include both primary and secondary sources. Students will also present their research and conclusions to the class. More details will be available on Blackboard.

### Evaluation:

	Final grade:				
30%	Short essays	5%	Final presentation	25%	Participation
10%	Informal/exploratory writing	25%	Final composition		

### Academic Honesty:

It is your responsibility to make sure you are familiar with the Policy on Academic Honesty at Moravian College. Plagiarism (presenting someone else’s words or ideas as your own) and cheating are serious offenses and will not be tolerated. Homework is assumed to be

done individually unless otherwise specified. For example, while you may study together, it is not acceptable to write “joint” homework and turn in two copies.

For detailed information, see the website:

<http://www.moravian.edu/studentlife/handbook/academic2.htm>

### Resources:

- **Office Hours:** I encourage you to stop by during office hours or make an appointment with me. I am happy to work with you on any difficulties you are encountering or questions you may have. We can speak in English or in Spanish.
- **Writing Center:** The writing center tutors help students work on thesis development, argumentation, organization, coherency, clarity, transitions, and other elements of good writing. Depending on availability, there may be a bilingual tutor who can work with you on those elements of your paper in Spanish! Please note that they are not grammar tutors (see a departmental tutor for grammar). If you are interested, ask Meg Mikovits or me about tutors who can work in Spanish.
- **Reeves Library:** In addition to the research materials, the library has a good collection of dictionaries and other language reference material. If you are serious about expanding your vocabulary, the monolingual (Spanish to Spanish) dictionaries are excellent resources; Reeves has a copy of the *Diccionario de la Lengua Española* put out by the Real Academia Española, as well as the fabulous *Diccionario de Uso de María Moliner*. The latter has great examples of general and regional uses of different words. The class will attend a short session focused on databases and performing searches on material relevant to this class.
- **Online Resources.** The *Diccionario de la lengua española* from the Real Academia Española is an excellent resource that is now available online at <http://buscon.rae.es/draeI/>. Select: *Búsqueda sin signos diacríticos* if you cannot use accents and tildes. If the word is a verb, you will be able to see all the conjugations.
- **Grammar Tutors:** The Department of Foreign Languages prepares a list of tutors at the beginning of each semester, including ones for advanced students.
- **Academic Support Services:** They help students with strategies to succeed in the academic environment, and they can help you establish habits that will be useful after college, too. In addition, if you would like to request accommodations under the **Americans with Disabilities Act**, you should schedule an appointment with the Ms. Elaine Mara.
- **Counseling Center:** The counselors help students deal with the stressors of college life. If you are feeling overwhelmed, give them a call or stop by!