

**SPAN 6342 / 20th Century Span-American Prose**

**SPRING 2019**

**Professor name: Dr. Antonio Moreno**

OFFICE: MB 4152

OFFICE PHONE: (432) 552-3306

E-MAIL: [moreno\\_j@utpb.edu](mailto:moreno_j@utpb.edu)

OFFICE HOURS: Monday to Thursday 10:00am-6:00pm

# **Course Description**

**Prerequisite:** None

**Course Description:**

Military dictatorships were forms of Government repressive and violent in most of Latin American countries, of which stands out the dictator, a man who wields absolute power, and was superb, cruel and capricious. The dictator was also a leader who was convinced to possess a divine image and higher.

This course focuses on the representation of the dictator through the analysis of novels, songs and films, and expects to provide the student with a deep knowledge about the historical and political processes in Latin America. Including the lyrics of the songs of protest that were censored in the periods of dictatorship, the stories of novels and films are narrated—and sung, in the case of the songs— in realistic, satirical or allegorical way. In addition to studying the tendencies of the dictator novels, the student will establish emotional ties between the tyrant and the reader, where is of medium memory reconstruction, political awareness and overcoming the trauma caused by the violence and repression.

One of the objectives of this course is to acquire an in-depth knowledge on the topic of Latin American dictatorships, both those imposed by political parties and the military, as it would be the Mexican case, country that was ruled for more than 70 years without making possible the alternation in power. Also will be able to get familiarize with some of the most prominent authors and those who are emerging in the canon of the Latin American novel, like the Jorge Ibarguengoitia (México), Manuel Puig (Argentina), Roberto Bolaño (Chile-España), and Gunter Silva (Perú). Similarly explore films and songs of protest related to the subject of dictatorships, which includes filmmakers, Diego Lerman (Argentina), Andrés Wood (Chile), and singer-songwriters as Víctor Jara (Chile), Rubén Bladés (Panama), Carlos Puebla (Cuba), the band Molotov (Mexico) and Charly García (Argentina).

The purpose is to explore the Latin American reality through these cultural productions (novels, movies and music), analyze them as complex textual artifacts that mirrored the main themes of this course: aspects of violence, displacement, taxation, control and exclusion, without be able to enjoy the basic freedoms, without losing sight of the political stance taken by the author (novelist, film director and singer-songwriter) with respect to institutional or military dictatorships, as the case may be.

It is expected that the academic work of Graduate School students will exceed nine hours per week.

## **Course Goals and Outcomes**

### **Course Goals:**

- a. The aspirations of the Latin American dictator to become a sacred figure who possesses the gift of wisdom, ubiquity, generosity and cruelty, in Latin American culture, cinema, music and the novel.
- b. The importance of the representation of the subject and the culture in novels, films and songs assigned for this course.
- c. Compare and contrast the different strategies employed as much dictators as film marker, composers and novelists to "mirror" a society that lives under an autocracy.
- d. Identify, analyze and measure the impact on different genres (novel, film, and music) that plays the imagination of the subject to cope or survive in a dictatorship (military or institutional).
- e. Demonstrate familiarity and skill with concepts and basic terms of analysis and literary criticism
- f. Recognize the traits of this literary trend: the dictator novels - by extension include the protest songs and dictator films.
- g. Compare and contrast the novels, films and songs condemning the dictatorship exposing mechanisms of absolute power with those texts that, perhaps unintentionally, approve the myths around the dictator.
- h. Identify the moment when those voices of the protest song, films, and novels resist and they questions against the dictatorships.

**To demonstrate proficiency in the standards above, students should be able to:**

- a. Compare and contrast the different literary styles and narrative strategies used by Jorge Ibargüengoitia, Manuel Puig, Roberto Bolaño, and Gunter Silva.
- b. Compare and contrast narrative strategies of a cinema post-dictatorias by Jorge Fons, Diego Lerman, Andrés Wood and Adolfo Aristarain.
- c. Use various strategies for literary analysis as well as the basic literary terms, concepts, and methods of literary and cultural criticism.
- d. Contextualize the films, literary texts, and songs with the socio-historical and political coordinates of Latin America.
- e. Analyze these works in the context of the so-called Latin American Boom and Postboom.
- f. Identify and synthesize the main topics in the Novel of the Latin American Dictator, Films and Song.
- g. Be able to write a paper showing the appropriate level of sophistication in literary and cultural analysis.

### **Course Structure:**

The course is organized in four modules. The first module introduces the concept of masculinity and provides a perspective on the importance of this concept within the symbolic violence.

The second module examines the trends, features and characteristics of the so-called "Dictator Novel". At the same time, it scans the narrative techniques and the aesthetics of the dictator novels. This section provides a critical understanding of this novelistic trend.

The third module understanding and analysis the novels, taking as starting points the aesthetic aspects and notions of authority and the construction of masculinity with authoritarian consequences. Have a discernible and logical organization.

The fourth module discuss four films as if they were historical artifacts that mirrored effects and deep social and political problems, along with cultural dynamics showing the opposition of ideologies between democracy and dictatorship. The fifth module study the historical background, social functions, the style and the political content of the songs of protest, which were censored and singers and composers persecuted under dictatorial regimes.

# Materials

## Required Materials:

### Novels:

Ibargüengoitia, Jorge. *Maten al león*. Barcelona: RBA, 2014. ISBN-13: 978-8490561003

Puig, Manuel. *El beso de la mujer araña*. Barcelona: Seix Barral, 2016. ISBN-13: 978-9507315244

Bolaño, Roberto. *Estrella distante*. Nueva York: Vintage, 2010. ISBN-13: 978-0307476128

### Theory:

Mosse, George L. *La imagen del hombre: la creación de la masculinidad moderna*. Trad. Rafael Heredero. Madrid: Talasa, 2000.

Bourdieu, Pierre. *La dominación masculina*. Trad. Joaquín Jordá. Barcelona: Anagrama, 2013.

Polit Dueñas, Gabriela. *Cosas de hombres*. Buenos Aires: Beatriz Viterbo, 2008.

### Critics:

Calviño Iglesia, Julio. *La novela del dictador en Hispanoamérica*. Madrid: Instituto de Cooperación Iberoamericana, 1985.

Castellanos, Jorge, and Miguel A. Martinez. "El dictador hispanoamericano como personaje literario". *Latin American Research Review* 16.2 (1981): 79–105.

Campesino, Juan. "Elementos de lo cómico-serio en *Maten al león* de Jorge Ibargüengoitia". *Acta Poética* 30.1 (2009 primavera): 239–269.

Escribà-Folch, Abel. "Maten al león. El castigo a los dictadores salientes". *Revista Mexicana de Sociología* 70.3 (2008): 425–456.

García, Juan Carlos. *El dictador en la literatura hispanoamericana*. Santiago: Mosquito Editores, 2000.

Mandolessi, Silvana. "El arte según Wieder: Estética y política de lo abyecto en *Estrella distante*". *Chasqui: Revista de Literatura Latinoamericana* (Chasqui): 40.2 (2011 Nov.), pp. 65-79.

Shaw, Donald L.. "Which Was the First Novel of the Boom?". *The Modern Language Review* 89.2 (1994): 360–371.

### **Films:**

*La mirada invisible*. Dir. Diego Lerman. Global Lens, 2010. DVD

*Machuca*. Dir. Andrés Wood. Passion River, 2004. DVD.

### **Music [Songs]:**

Jara, Víctor. "Te recuerdo, Amanda." *The Greatest Hits* (CD). One World Productions, October 24, 2011.

Blades, Rubén. "Desapariciones." *Buscando América* (CD). Elektra Records, April 3, 1984.

Puebla, Carlos. "Hasta siempre, comandante." *La Cainamera* (CD). West Wind, October 29, 2013.

Molotov. "Hit me." *Dance and dense denso* (CD). Surco Records J.V., February 25, 2003.

García, Charly. "Los dinosaurios." *Crónicas* (CD). Universal Music Latino, May 8, 2007.

# Communication Plan

The best way to contact me is via:

1- Discussion Forum (Open questions)

2- E-mail ([moreno.j@utpb.edu](mailto:moreno.j@utpb.edu))

3- Call my office 432-552-3306

4- Appointments (MB 4152)

Discussion messages will be responded within 24 hours (M-F). E-mails will be answered within 48 hours. If you have an emergency call me at the office. If I am not available, you can leave a voice message in the voice answering machine.

## ONLINE COURSE SYLLABUS

### Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by: [ONLINE FACULTY – Please select a second method from the list below that you will employ in your course and include specific instructions to assist students in following the procedures:

- Proctored exams using an approved photo ID\*.
- Presentation of approved photo ID\* through a web cam and video recorded proctoring during assessment (Respondus Monitor)
- Field or clinical experiences using an approved photo ID\*.
- Synchronous or asynchronous video activities using an approved photo ID\*.
- Other technologies or procedures [ONLINE FACULTY MUST SPECIFY]

ONLINE FACULTY: If you require a secondary method of verification (e.g. face-to-face proctoring at an off-campus site or another authenticating technology) for which students are charged a fee, this notification must be stated in the course syllabus.

# Course Activities

## **PARTICIPATION :**

In order to get a participation in class grade, you have to actively participate in all discussions of each module. Before participating in the activities assigned, you have to read/reflect on readings. You have to be up to date with your readings for each week, and it is recommended that you participate constantly.

## **DISCUSSION FORUM:**

Every week, students must post a response to the Forum and then respond to the posts of one classmate. Each of the Forums will have two parts, and students must be mindful to respond to both. First, an initial post of at least 200 words and the analytical question (to each part) is due by Sunday at Midnight. The second part is the responses to a classmate of 100 words each, and these are due by Tuesday, Midnight. A quality post is one that moves the discussion forward in which conversation goes back and forth several times—not just once. One-liners do not constitute a quality post.

The analytical questions that you would like to discuss in “DISCUSSION FORUM”; questions should reflect your own thoughts on the reading: theory, critic, novels, films, and songs (Four Discussion Questions). The questions will be formulated at the end of each module. You should be prepared to share it with the class, to elaborate briefly on why the question interests you, and your thoughts on working out an answer or solution. Questions will be evaluated solely based on four properties: they have to be related to the readings made at the end of each module, must be submitted and answered on time for the rest of the classmates, must be legible, and whether it is a discussion question (i.e. not a comprehension question).

## **EXAMS (2):**

Two examinations will be given. Each exam will cover half of the semester's readings.

- a) The open book, take-home exam will be a series of open-ended essay questions on theory and critics readings (**on week 7**).
- b) The open book, take-home exam will be a series of open-ended essay questions on the novels we will have read thus far in the course. You may be asked to analyze the novels on their own merits, compare novels, or connect the novels with the time period

they discuss or in the context of the socio-political climate in which they were produced (on **week 13**).

No make-up exams will be given except in the case of a true emergency.

### WRITING THESIS PROJECT:

During Weeks 14 of the course, each student will contribute to the course his/her Thesis Project (1-2 Paragraphs) related with his/her FINAL PAPER, and to share with the class. Students will have an opportunity to comment and make precise suggestions to enrich the thesis paragraph in Forum Activity. Student must will describe in prose form your main thesis and supporting arguments. Late or missing abstracts will result in a lower grade for the final paper.

### FINAL PAPER:

The final paper (**15 pages**) is due last week of the semester TBD. Papers handed in late will receive a lower grade. You will write a final research paper of **15 pages**, typed, double spaced, 12-inch Times New Roman font and 1-inch margins). This does not include any attachments or works cited page (MLA style). A **proposal will be submitted** to me at the end of **week 13**. The topic for your final paper is as follows: Choose one of our three novels we analyze in this course, (*Matén al león*; *El beso de la mujer araña*; *Estrella distante*; *Pesos pesados*), using the theoretical approach proposed in this course.

# Course Assessment

Course Activity	Points	Percentage per activity	Total Percentage
Discussion Forum (A) (Answers and posts)	(1 x 15)	15% (A)	20%
Discussion Forum (B) (Analytical Question)	(0.33 x 15)	5% (B)	
Presentations	15	15%	15%
Exam 1	20	20%	20%
Exam 2	20	20%	20%
Writing Thesis Project	5	5%	5%
Final Paper	20	20%	20%

<b>Total</b>	<b>100</b>	<b>100%</b>	<b>100%</b>
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## Grading Scale:

90 and above	<b>A</b>
80 to 89	<b>B</b>
70 to 79	<b>C</b>
60 to 69	<b>D</b>
Less than 59	<b>F</b>

# Policies and Procedure

- **Participation**

1. Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three times every seven days.
2. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials.
3. Your full participation on a weekly basis is not only a requirement; it is also an essential aspect of the online course process.
4. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up assignments no later than the due dates.

- **Course Content Structure:**

The course is divided into 4 Modules.

You should read the assigned readings section first. After you have completed reviewing the lecture, you should then log into "Discussion Forum" and post answers to the discussion question (specific to the module) posted by the instructor. You must also read other students' posts and respond to one other students' responses. Discussion posts must be made by the date on the schedule to receive full credit.

- **Grading and Feedback:**

1. All the course activities will be graded one week after the set due date.

2. If there is any discrepancy in the grade, you must contact me immediately.
3. I will provide individual feedback or a general feedback in the performance of the course activity.
  - The book chapters;
  - Online discussion topics, and
  - Presentations Exams.

- **Cheating/Plagiarism/Academic Dishonesty:**

"Plagiarism" includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that

is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code,

other expression and media, and presenting that material as one's own academic work being offered for credit.

**NOTE:** Students found plagiarizing or cheating will receive a zero on the course activity which could cause

failure in the class and/or suspension or dismissal from the college.

- **Discussion Board Participation:**

Discussion Board will primarily be used for discussing course content related topics and issues. There will be 15 discussion topics for the semester. The total weighted value for the discussion topic is worth 15% of your final grade. In addition, your analytical questions are worth 5% of your final grade. ((Discussion Topics (15%) + Analytical Questions (5%) = 20%)).

In addition to the course content related topics in discussion forum there will be an Open Forum for general topics. The posts under these topics will not be graded.

For each graded discussion question, first, you must respond to the question directly. Additionally, post your analytical question. Second, you must read the other students posts and reply to at least one other student response. You must ensure that the responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

You are expected to read all messages. You are responsible for reading all of the

messages that are posted in the online discussion.

Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

Change the subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.

- **Submission of Course Assessment Activities:**

The course assessment activities will be submitted via Assignment Tool and **Turnitin**. Keep in mind the following standards/practices for submission of assignments:

- **Make-Up/Late Submission Policy:**

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by

the due dates and times, it is her/his responsibility to contact the instructor immediately. There will be a 5% deduction

for each day of late submission of the assignment.

**NOTE:** The due dates and times for the activities will adhere to the Central Time Zone.

- - All course assessment activity files that will be submitted to the instructor should be in MS Word or RTF
  - Be sure to put your name at the top of each page header
  - Always keep a copy of all the work you submit so that you won't need to re-do it if it should get lost in cyberspace.

- **Accommodation for Students with Disabilities:**

**Americans with Disabilities Act:** Students with disabilities that are admitted to The University of Texas of the Permian Basin may request reasonable accommodations and classroom modifications as addressed under Section 504/ADA regulations.

Students who have **provided all documentation** and are eligible for services will

be advised of their rights regarding academic accommodations and responsibilities. The University is not obligated to pay for diagnosis or evaluations nor is it obligated to pay for personal services or auxiliary aids. Students needing assistance because of a disability must contact Programs Assisting Student Study (PASS) Office, 432-552-2630, Leticia Madrid, [madrid\\_l@utpb.edu](mailto:madrid_l@utpb.edu).

The definition of a disability for purposes of ADA is that she or he (1) has a physical or mental impairment that substantively limits a major life activity, (2) has a record of such an impairment or, (3) is regarded as having such an impairment.

If you need accommodations because of a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in the case the building must be evacuated, please inform the instructor immediately. You may contact the instructor after class or during his/her office hours.

- **Course Incomplete/Withdrawal/Grade Appeal:**

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be granted if the student has complete at least 60% of the course with a grade of 'C' or better and provides a valid, documented excuse for not being able to complete the course on time and has contacted prior to the scheduled last class to request an extension. The student will sign a contract that includes the incomplete course activities and the new due dates.

For grade appeal process go to <http://ss.utpb.edu/dean-of-students/student-grievances/>.

- **Netiquette:**

Anything you type in the discussion area is public - which means that every student in this class (including your instructor) will see

what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal;
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity;
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting)
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging.

- Some of the list participants may not be familiar with acronyms.
- If the posting is going to be long, use line breaks and paragraphs.
- Fill in a meaningful Subject Line
- Write your full name at the end of the posting
- Be careful with sarcasm and subtle humor;
- one person's joke is another person's insult.

**NOTE:** If you do not adhere to the guidelines for any posting, you will lose the points that would have been granted, and the

instructor reserves the right to remove your posting and to deny you any further posting privileges. Refer to this link for

additional help on netiquette: <http://www.albion.com/netiquette/corerules.html>

- **Tracking:**

Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course.

- **Absenteeism:**

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Thus, if you are ill for a prolonged time and cannot complete the activities, you must contact me and update the situation. You are expected to log into the course at least once a week. For summer courses you are required to log in everyday.

If I am going to be out because of ill health, attending a conference, etc you will be notified through email.

# Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Programs Assisting Student Study

	(PASS) 432-552-2630 <a href="http://www.utpb.edu/academics/undergraduate-success/pass-office">http://www.utpb.edu/academics/undergraduate-success/pass-office</a>
<b>Admissions &amp; Registration &amp; Transcripts</b>	(432) 552-2605 <a href="http://www.utpb.edu/admissions">http://www.utpb.edu/admissions</a>
<b>Blackboard Technical Support</b>	1-877-633-9152 (toll-free) UTPB Online Support Center at <a href="http://aa.utpb.edu/reach/requirements/">http://aa.utpb.edu/reach/requirements/</a>
<b>Bookstore</b>	(432) 552-0220 <a href="http://www.bkstr.com/texas-permianbasinstore/home">http://www.bkstr.com/texas-permianbasinstore/home</a>
<b>Advising</b>	UTPB E-Advisor at <a href="http://cas.utpb.edu/academic-advising-center/e-advisor/">http://cas.utpb.edu/academic-advising-center/e-advisor/</a>
<b>Financial Aid and Scholarship</b>	(432) 552-2620 <a href="http://www.utpb.edu/campus-life/financial-aid">http://www.utpb.edu/campus-life/financial-aid</a>
<b>UTPB Library</b>	(432) 552-2370 The J. Conrad Dunagan Library Online at <a href="http://library.utpb.edu/">http://library.utpb.edu/</a>
<b>Student Services</b>	<a href="http://www.utpb.edu/campus-life/studentactivities/student-senate/committees/student-affairs">http://www.utpb.edu/campus-life/studentactivities/student-senate/committees/student-affairs</a>
<b>Tutoring &amp; Learning Resources</b>	If you are taking courses through UTPB the following links provide services: <u>Smarthinking Online Tutoring</u> (provides tutoring services), <u>SmarterMeasure</u> (measures learner readiness for online course). Student Success Center: <a href="http://www.utpb.edu/academics/undergraduate-success/success-center">http://www.utpb.edu/academics/undergraduate-success/success-center</a>

# End-of-Course Evaluation & Instructor Evaluation

Every student must complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. There are three options to access the survey

1. You may follow the link in the email to complete the survey using the same credentials to access your courses here.
2. When entering Blackboard you will see a list of surveys for you to complete
3. A button on the left hand menu bar will lead you to the survey from inside your course.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

## Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

# Schedule

## CLASS SCHEDULE AND DESCRIPTION

WEEK 1 (a)	
MODULE I	<b>PRESENTATION</b>
	<b>Activity:</b> Personal presentation: name, origin, place of work, hobbies, and knowledge about dictatorships in Latin America. In addition, what literary and cultural interests do you have? What can you tell of the present and the past of Latin America? What do these countries have in common? What novels written by Latin American authors you have read? These widely read novels, what issues and what kind of conflict reveal?

## THEORY

WEEK 1 (b)	
MODULE I	Mosse, George L. <i>The image of man: the creation of modern masculinity</i> . New York: Oxford University P., 1996. <b>Reading:</b> Chapter: The Masculine Stereotype
	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ol style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ol> </li> </ul>

WEEK 2	
MODULE I	Mosse, George L. <i>The image of man: the creation of modern masculinity</i> . New York: Oxford University P., 1996. <b>Reading:</b> Chapter: Masculinity in Crisis: The Decadence
	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ol style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ol> </li> </ul>

WEEK 3	
MODULE I	Bourdieu, Pierre. <i>La dominación masculina</i> . Barcelona: Anagrama, 2013. <b>Reading:</b> Chapter: La construcción social de los cuerpos
	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ul style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ul> </li> </ul>

WEEK4	
MODULE I	Bourdieu, Pierre. <i>La dominación masculina</i> . Barcelona: Anagrama, 2013. <b>Reading:</b> Chapter: La violencia simbólica
	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ul style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ul> </li> </ul>

WEEK 5	
MODULE I	Polit Dueñas, Gabriela. <i>Cosas de hombres</i> . Buenos Aires: Beatriz Viterbo, 2008. <b>Reading:</b> Chapter: La introducción
	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ul style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ul> </li> <li>• <b>DISCUSSION QUESTIONS</b> <ul style="list-style-type: none"> <li>a) Prepare 1 analytical questions that you would like to discuss in “DISCUSSION QUESTIONS ACTIVITIES</li> <li>b) Question should reflect your own thoughts on the reading</li> <li>c) Submits the analytical question by Sunday, midnight</li> <li>d) The question will be analyzed and answered together</li> </ul> </li> <li>• <b><u>PRIMERA PRESENTACIÓN</u></b></li> </ul>

## CRITIC

WEEK 6
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<b>MODULE II</b>	Calviño Iglesia, Julio. <i>La novela del dictador en Hispanoamérica</i> . Madrid: Instituto de Cooperación Iberoamericana, 1985.
	<p><b>Reading:</b> La introducción</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ol style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ol> </li> </ul>

<b>WEEK 7 (Exam 1)</b>	
<b>MODULE II</b>	García, Juan Carlos. <i>El dictador en la literatura hispanoamericana</i> . Santiago: Mosquito Editores, 2000.
	<p><b>Reading:</b> La introducción</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ol style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ol> </li> <li>• <b>DISCUSSION QUESTIONS</b> <ol style="list-style-type: none"> <li>a) Prepare 1 analytical questions that you would like to discuss in “DISCUSSION QUESTIONS ACTIVITIES</li> <li>b) Question should reflect your own thoughts on the reading</li> <li>c) Submits the analytical question by Sunday, midnight</li> <li>d) The question will be analyzed and answered together</li> </ol> </li> <li>• <b>SEGUNDA PRESENTACIÓN</b></li> </ul>

## NOVELS

<b>WEEK 8</b>	
<b>MODULE III</b>	<p>Ibargüengoitia, Jorge. <i>Maten al león</i>. Barcelona: RBA, 2014.</p> <p><b>Reading:</b> La primera parte</p>

	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ul style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ul> </li> </ul>
<b>WEEK 9</b>	
<b>MODULE III</b>	Ibargüengoitia, Jorge. <i>Maten al león</i> . Barcelona: RBA, 2014. <b>Reading:</b> La segunda parte <b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ul style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ul> </li> <li>• <b>TERCERA PRESENTACIÓN</b> <ul style="list-style-type: none"> <li>a) 10-minute presentations</li> <li>b) Select one aspect of the novel that you found particularly interesting, exciting, or relevant</li> <li>c) Analyze that element connected with the central theme of the course</li> </ul> </li> </ul>

<b>WEEK 10</b>	
<b>MODULE III</b>	Puig, Manuel. <i>El beso de la mujer araña</i> . Barcelona: Seix Barral, 2016 <b>Reading:</b> La primera parte <b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ul style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ul> </li> </ul>

<b>WEEK 11</b>	
<b>MODULE III</b>	Puig, Manuel. <i>El beso de la mujer araña</i> . Barcelona: Seix Barral, 2016 <b>Reading:</b> La segunda parte <b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ul style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ul> </li> <li>• <b>PRESENTATION</b> <ul style="list-style-type: none"> <li>a) 10-minute presentations</li> </ul> </li> </ul>

	<p>b) Select one aspect of the novel that you found particularly interesting, exciting, or relevant</p> <p>c) Analyze that element connected with the central theme of the course</p>
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WEEK 12	
MODULE III	Bolaño, Roberto. <i>Estrella distante</i> . Nueva York: Vintage, 2010.
	<b>Reading:</b> La primera parte
	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ul style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ul> </li> </ul>

WEEK 13 (Exam 2)	
MODULE III	Bolaño, Roberto. <i>Estrella distante</i> . Nueva York: Vintage, 2010.
	<b>Reading:</b> La segunda parte
	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ul style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ul> </li> <li>• <b>PRESENTATION</b> <ul style="list-style-type: none"> <li>a) 10-minute presentations</li> <li>b) Select one aspect of the novel that you found particularly interesting, exciting, or relevant</li> <li>c) Analyze that element connected with the central theme of the course</li> </ul> </li> <li>• <b>DISCUSSION QUESTIONS</b> <ul style="list-style-type: none"> <li>a) Prepare 1 analytical questions that you would like to discuss in “DISCUSSION QUESTIONS ACTIVITIES</li> <li>b) Question should reflect your own thoughts on the reading</li> <li>c) Submits the analytical question by Sunday, midnight</li> <li>d) The question will be analyzed and answered together</li> </ul> </li> </ul>

WEEK 14
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<b>Writing Thesis</b>	<b>Topic: Thesis Project</b>
	<b>Activity: Writing Thesis</b>

<b>WEEK 15</b>	
<b>MODULE IV</b>	<b>Films about dictatorships (2)</b>
	<i>La mirada invisible.</i> Dir. Diego Lerman. Global Lens, 2010. DVD.
	<i>Machuca.</i> Dir. Andrés Wood. Passion River, 2004. DVD.
	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ul style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ul> </li> <li>• <b>DISCUSSION QUESTIONS</b> <ul style="list-style-type: none"> <li>a) Prepare <u>1</u> analytical questions that you would like to discuss in “DISCUSSION QUESTIONS ACTIVITIES</li> <li>b) Question should reflect your own thoughts on the reading</li> <li>c) Submits the analytical question by Sunday, midnight</li> <li>d) The question will be analyzed and answered together</li> </ul> </li> </ul>

<b>WEEK 16</b>	
<b>MODULE IV</b>	<b>Songs of protest (5)</b>
	Jara, Víctor. “Te recuerdo, Amanda.” <i>The Greatest Hits</i> (CD). One World Productions, October 24, 2011.
	Blades, Rubén. “Desapariciones.” <i>Buscando América</i> (CD). Elektra Records, April 3, 1984.
	Puebla, Carlos. “Hasta siempre, comandante.” <i>La Cainamera</i> (CD). West Wind, October 29, 2013.
	Molotov. “Hit me.” <i>Dance and dense denso</i> (CD). Surco Records J.V., February 25, 2003.
	García, Charly. “Los dinosaurios.” <i>Crónicas</i> (CD). Universal Music Latino, May 8, 2007.

	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>FORUM ACTIVITIES</b> <ol style="list-style-type: none"> <li>a) Forum response: Thursday to Saturday (200 words)</li> <li>b) Forum reaction to two classmates (100 words)</li> </ol> </li> <li>• <b>DISCUSSION QUESTIONS</b> <ol style="list-style-type: none"> <li>a) Prepare 1 analytical questions that you would like to discuss in “DISCUSSION QUESTIONS ACTIVITIES</li> <li>b) Question should reflect your own thoughts on the reading</li> <li>c) Submits the analytical question by Sunday, midnight</li> <li>d) The question will be analyzed and answered together</li> </ol> </li> </ul>
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DATE	Assignments/ Activities	Due Da
01/19/19	Module 1: INTRODUCCION AL CURSO	01/25/16
01/19/19	Readings Module 1 / <b>Week 1 (La imagen del hombre)</b>	01/25/16
01/19/19	Discussion Forum Activities/ <b>Week 1</b> (Answer Dr. Moreno's question in 200 words)	01/25/16
01/19/10	Post your analytical question/ <b>Week 1</b>	01/25/16
01/19/16	Discussion Forum Activities/ <b>Week 1</b> (Replay to a classmate in 100 words)	01/27/16
01/25/16	Readings Module 1 / <b>Week 2 (La imagen del hombre)</b>	02/01/16
01/25/16	Discussion Forum Activities/ <b>Week 2</b> (Answer Dr. Moreno's question in 200 words)	02/01/16
01/25/16	Post your analytical question/ <b>Week 2</b>	02/01/16
01/25/16	Discussion Forum Activities/ <b>Week 2</b> (Replay to a classmate in 100 words)	02/03/16
02/01/16	Readings Module 1 / <b>Week 3 (La dominación masculina)</b>	02/08/16
02/01/16	Discussion Forum Activities/ <b>Week 3</b> (Answer Dr. Moreno's question in 200 words)	02/08/16
02/01/16	Post your analytical question/ <b>Week 3</b>	02/08/16
02/01/16	Discussion Forum Activities/ <b>Week 3</b> (Reply to a classmate in 100 words)	02/11/16
02/08/16	Readings Module 1/ <b>Week 4 (La dominación masculina)</b>	02/15/16
02/08/16	Discussion Forum Activities/ <b>Week 4</b> (Answer Dr. Moreno's question in 200 words)	02/15/16
02/08/16	Post your analytical question/ <b>Week 4</b>	02/15/16
02/08/16	Discussion Forum Activities/ <b>Week 4</b> (Reply to a classmate in 100 words)	02/18/16
02/15/16	Readings Module 1/ <b>Week 5 (Cosas de hombres)</b>	02/22/16
02/15/16	Discussion Forum Activities <b>Week 5</b> (Answer Dr. Moreno's question in 200 words)	02/22/16
02/15/16	Post your analytical question/ <b>Week 5</b>	02/22/16
02/15/16	Discussion Forum Activities <b>Week 5</b> (Replay to a classmate in 100 words)	02/25/16
02/22/16	Readings Module 2/ <b>Week 6 (la novela del dictador de hispanoamerica)</b>	02/29/16
02/22/16	Discussion Forum Activities <b>Week 6</b> (Answer Dr. Moreno's question in 200 words)	02/29/16
02/22/16	Post your analytical question/ <b>Week 6</b>	02/29/16
02/22/16	Discussion Forum Activities <b>Week 6</b> (Reply to a classmate in 100 words)	03/03/16
02/29/16	Readings Module 2/ <b>Week 7 (El dictador en la novela hispanoamericana)</b>	03/14/16
02/29/16	<b>Exam 1 / Week 7</b>	03/14/16
02/29/16	Discussion Forum Activities <b>Week 7</b> (Answer Dr. Moreno's question in 200 words)	03/14/16
02/29/16	Post your analytical question/ <b>Week 7</b>	03/14/16
02/29/16	Discussion Forum Activities <b>Week 7</b> (Reply to a classmate in 100 words)	03/17/16
03/14/16	Readings Module 3/ <b>Week 8 (Maten al león) NOVELA---</b>	03/21/16

03/14/16	Discussion Forum Activities <b>Week 8</b> (Answer Dr. Moreno's question in 200 words)	03/21/16
03/14/16	Post your analytical question/ <b>Week 8</b>	03/21/16
03/14/16	Discussion Forum Activities <b>Week 8</b> (Reply to a classmate in 100 words)	03/24/16
03/21/16	Readings Module 3/ <b>Week 9 (Maten al león)</b> NOVELA--	03/28/16
03/21/16	Discussion Forum Activities <b>Week 9</b> (Answer Dr. Moreno's question in 200 words)	03/28/16
03/21/16	Post your analytical question/ <b>Week 9</b>	03/28/16
03/21/16	Discussion Forum Activities <b>Week 9</b> (Reply a classmate in 100 words)	03/31/16
03/28/16	Readings Module 3/ <b>Week 10 (El otoño del patriarca)</b> NOVELA--	04/04/16
03/28/16	Discussion Forum Activities <b>Week 10</b> (Answer Dr. Moreno's question in 200 words)	04/04/16
03/28/16	Post your analytical question/ <b>Week 10</b>	04/04/16
03/28/16	Discussion Forum Activities <b>Week 10</b> (Reply to a classmate in 100 words)	04/07/16
04/04/16	Readings Module 3/ <b>Week 11 (El otoño del patriarca)</b> NOVELA--	04/11/16
04/04/16	Discussion Forum Activities <b>Week 11</b> (Answer Dr. Moreno's question in 200 words)	04/11/16
04/04/16	Post your analytical question/ <b>Week 11</b>	04/11/16
04/04/16	Discussion Forum Activities <b>Week 11</b> (Reply to a classmate in 100 words)	04/14/16
04/11/16	Readings Module 3/ <b>Week 12 (Estrella distante)</b> NOVELA--	04/18/16
04/11/16	Discussion Forum Activities <b>Week 12</b> (Answer Dr. Moreno's question in 200 words)	04/18/16
04/11/16	Discussion Forum Activities <b>Week 12</b> (Reply to a classmate in 100 words)	04/21/16
04/18/16	Readings Module 3/ <b>Week 13 (Estrella distante)</b> NOVELA--	04/25/16
04/18/16	Discussion Forum Activities <b>Week 13</b> (Answer Dr. Moreno's question in 200 words)	04/25/16
04/18/16	Post your analytical question/ <b>Week 13</b>	04/25/16
04/18/16	Discussion Forum Activities <b>Week 13</b> (Reply to a classmate in 100 words)	04/28/16
04/18/16	Exam 2 / <b>Week 13</b>	05/01/16
04/25/16	<b>Writing the Thesis Statement / Week 14</b>	05/02/16
04/25/16	<b>Final Paper Proposal / Week 14</b>	05/02/16
04/25/16	<b>Watch the films</b> about dictatorship's Module 4/ <b>Week 14</b>	05/02/16
04/25/16	Discussion Forum Activities <b>Week 14</b> (Answer to Dr. Moreno's question in 200 words)	05/05/16
04/25/16	Post your analytical question/ <b>Week 14</b>	05/05/16
04/25/16	Discussion Forum Activities <b>Week 14</b> (Reply to a classmate in 100 words)	05/05/16
05/02/16	<b>Listen to the songs of protest</b> of Module 4/ <b>Week 15</b>	05/08/16
05/02/16	Discussion Forum Activities <b>Week 15</b> (Answer to Dr. Moreno's question in 200 words)	05/08/16
05/02/16	Post your analytical question / <b>Week 15</b>	05/08/16
05/02/16	Discussion Forum Activities / <b>Week 15</b> (Replay to a classmate in 100 words) Module 4	05/08/16
	<b>Final Paper (ENVIAR EL TRABAJO FINAL EL DIA 12 DE MAYO, ANTES DE LAS 12:00 DE LA NOCHE)...</b>	<b>05/12/16</b>