

The University of British Columbia
SPAN 406: Gender and the Politics of Space in Spanish America, S. XVII-S. XX
Buchanan B 218
11-11:50am, M/W/F

INSTRUCTOR: Brianne Orr

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OFFICE HOURS: Tuesday and Thursday from 11-12 and by appointment

I. Course Description:

In this course, students will evaluate how different Latin American authors from the 17th– 20th centuries explore the idea of gender as a category of analysis in literature situated in diverse enclosed spaces (the convent, the jail cell, the psychological institution, and others). More specifically, we will evaluate how selected authors promote or move away from the “normative” codes of gender present in society and if and when such codes incorporate and/or compete with other identity categories such as race, class, and ethnicity, and so on. As one of the overarching goals of the course is to engage students in scholarly dialogues on gender, students will explore the construction, performance, and variations of gender through critical and theoretical approaches to the topic and in relation to the literary corpus of the course.

II. Course objectives

By semester’s end, the student should be able to:

- 1) Analyze and explain different approaches to “gender” in relation to other concepts such as space, society, and culture as they are described in the time periods and works studied;
- 2) Use the format of guided and personal questions; quote analyses, and other types of writing to analyze literary, cultural and visual texts within their specific social, historical, cultural, and political contexts.
- 3) Design and carry out a short “discussion leader” presentations that display the unique approach of each individual to the process of analyzing literary and cultural texts;
- 4) Relate the representations of gender in the works studied to contemporary films.

Required Texts:

Catalina de Erauso – *Historia de la monja alférez* (selected chapters, electronic version)

<http://www.cervantesvirtual.com/servlet/SirveObras/01305042011682948755802/p0000001.htm#1>

Roberto Arlt – “El jorobadito”

<http://www.ciudadseva.com/textos/cuentos/esp/arlt/jorobadi.htm>

Manuel Puig – *El beso de la mujer araña*

Mario Vargas Llosa – *La ciudad y los perros* (selected chapters)

Gabriel García Márquez – “Sólo vine a hablar por teléfono”

http://www.ciudadseva.com/textos/cuentos/esp/ggm/solo_vine_a_hablar_por_telefono.htm

III. Evaluation of Grade

ASSIGNMENTS:

Participation and attendance

Role as discussion leader

Response Journal (3)

Focus Questions (2)

Midterm Exam

Final Paper (7-8 pages)

Percentage Weight:

10%

5%

10%

20%

25%

30%

GRADING SCALE

A+ 100-90

A 89-85

A- 84-80

B+ 79-76

B 75-72

B- 71-68

C+ 67-64

C 63-60

F 59-0

DETAILED DESCRIPTION OF ALL ASSIGNMENTS REQUIRED FOR COURSE:

Attendance: Excessive absences will invariably affect the student's final participation grade. Excused absences are *only granted* if the student can prove, in writing, that he/she missed class because of a medical emergency, a death in the family or some other extenuating circumstance. Tardiness will also significantly affect your participation grade.

Participation: your attendance, preparation for and participation in this course are essential. I expect you to read and prepare all assigned readings prior to class so that you will be prepared to ask and answer questions and to actively engage in discussions. Your contributions in class are a reflection of your comprehension of the material and overall interest in the topics covered in the course. I am aware that not all students are comfortable contributing to class discussion on an individual level and for this reason; your participation grade is comprised of three parts: *1) attendance, punctuality, and attitude; 2) individual preparation for and contributions to class discussion; 3) group work; 4) use of Spanish.* Also, for some classes I give a pop quiz or assign a short homework assignment that will later go towards your participation grade. Obviously, if you are not in class, you will not receive points for such exercises.

Discussion Leader: This particular assignment requires students to initiate class conversation by asking other students questions or encouraging them to analyze specific passages, themes, etc. from the assigned readings for the day. Please see "Sample Discussion Format" posted on Blackboard for examples of questions, quotes, and other activities students may use to stimulate discussion in a traditional classroom context. *Student discussion leader presentations and activities should be 15 minutes total.* Groups are expected to email me a final copy of the presentation and any accompanying materials of relevance (notes, handouts, etc.) at brianne.orr@ubc.ca *by no later than 5pm on the evening prior to their presentation.* All students will "peer-grade" this assignment according to a rubric provided to them by the instructor and students' evaluations are taken into account for the final presentation grade.

Response Journal: Students are encouraged to keep an electronic journal throughout the semester in which they will pose their own questions in relation to the readings/viewings/etc. and attempt to respond to the same via writing. Their answers to their own questions should reflect their personal thoughts on/responses to the texts/authors/society of the time and any other general or specific impressions the texts have sparked for them. They should also incorporate any concepts that they find important/difficult/worthy of further discussion, either in or outside of class. I will collect the journal three times throughout the semester, though I encourage students to keep a journal on each text. Each entry should be typed and turned in at the beginning of the class session indicated on the syllabus.

Focus Questions: I will assign 2 short essays over the course of the semester, which will use a question and/or a quote to initiate a flow of ideas. This assignment is designed to encourage students to think critically about the texts they read and to interact with the various discourses that inform the works. Essays should be a maximum of 3 pages in length, typed, written in Spanish and comply with the norms established in the MLA handbook (www.mla.org). Essays are due at the beginning of class. For all writing assignments, students are strongly encouraged to visit the FHIS writing Centre located in Buchanan Tower 898 (<http://blogs.ubc.ca/fhiswritingcentre/sample-page/>).

Final Paper: In the syllabus, I have indicated two dates for the final paper: 1) the due date for **draft 1** and 2) the due date for the **final draft**. On the due date for the first draft of the paper, you will turn the assignment into me at the beginning of class. Prior to the due date for the second draft, students will carry out a peer-editing session in class. Along with the final paper, students are expected to turn in a "cover sheet" in which they explain which suggestions/comments from their peers they included (or excluded) from the final draft and why.

Midterm Exam: In this class there will be one midterm exam. Questions will focus on the class lectures and assigned readings (including any secondary sources read and discussed in class).

Academic Integrity: In accordance with UBC's policies on Academic Integrity students are expected to honor all UBC policies (see <http://www.calendar.ubc.ca> for details) as well as the principles of truth and honesty in academic work outlined by UBC (see <http://www.vpacademic.ubc.ca/integrity/index.htm> and <http://www.students.ubc.ca/calendar/index.cfm?tree=3,286,0,0>).

COURSE OUTLINE

<p>SEMANA 1 miércoles, 3 de septiembre</p> <p>viernes, 5 de sept.</p>	<p><i>Introducción al curso</i> ¿Qué es el género? ¿Cómo el espacio (encerrado) influye nuestra percepción del mismo?</p> <p>I. El convento Introducción a las monjas del S. XVII y el incipiente feminismo latinoamericano</p>
<p>SEMANA 2 lunes, 9 de sept.</p> <p>miércoles, 11 de sept.</p> <p>viernes, 13 de sept.</p>	<p>Catalina de Erauso, <i>La monja alférez</i> (Capítulos 1-VII)</p> <p><i>La monja alférez</i> (VIII-XII)</p> <p><i>La monja alférez</i> (XIII – XVII) Discussion Leaders/ Asignación Focus Question 1</p>
<p>SEMANA 3 lunes, 16 de sept.</p> <p>miércoles, 18 de sept.</p> <p>viernes, 20 de sept.</p>	<p><i>La monja alférez</i> (XVIII-XXVI)</p> <p>No hay clase</p> <p><i>Filme: La monja alférez</i></p>
<p>SEMANA 4 lunes, 23 de sept.</p> <p>miércoles, 25 de sept.</p> <p>viernes, 27 de sept.</p>	<p>II. El colegio mayor / militar Introducción a Mario Vargas Llosa y la literatura del “Boom,” y a la teoría de las masculinidades Fecha de entrega – Focus Question 1</p> <p>Mario Vargas Llosa, <i>La ciudad y los perros</i> (TBA)</p> <p><i>La ciudad y los perros</i> (TBA) Discussion Leaders</p>
<p>SEMANA 5 lunes, 30 de sept.</p> <p>miércoles, 2 de octubre</p> <p>viernes, 4 de octubre</p>	<p><i>La ciudad y los perros</i> (TBA)</p> <p><i>La ciudad y los perros</i> (TBA)</p> <p><i>La ciudad y los perros</i> (TBA) Discussion Leaders</p>
<p>SEMANA 6 lunes, 7 de octubre</p> <p>miércoles, 9 de octubre</p> <p>viernes, 11 de octubre</p>	<p><i>La ciudad y los perros</i> (TBA) Response Journal 1 due on <i>La ciudad y los perros</i></p> <p><i>La ciudad y los perros</i> (TBA)</p> <p><i>La ciudad y los perros</i> (TBA) Discussion Leaders</p>
<p>SEMANA 7</p>	

lunes, 14 de octubre	No hay clase – Día de Acción de Gracias
miércoles, 16 de octubre	III. El manicomio Introducción a Gabriel García Márquez y su literatura
viernes, 18 de octubre	“Sólo vine a hablar por teléfono” Discussion Leaders
SEMANA 8 lunes, 21 de octubre	“Sólo vine a hablar por teléfono” (terminar la discusión) Discusión sobre el examen de mitad de semestre/ Asignación Focus Question 2/ Response Journal 2 on <i>Sólo vine a hablar por teléfono</i> due.
miércoles, 23 de octubre	Examen de mitad de semestre
viernes, 25 de octubre	IV. La cárcel Introducción a la literatura carcelaria (S. XX)
SEMANA 9 lunes, 28 de octubre	Roberto Arlt, “El jorobadito” Journal 2
miércoles, 30 de octubre	“El jorobadito” Asignación de pregunta de enfoque 2
viernes, 1 de noviembre	Introducción a Manuel Puig y su literatura
SEMANA 10 lunes, 4 de nov.	Manuel Puig, <i>El beso de la mujer araña</i> (Parte 1, Capítulos 1 y 2)
miércoles, 6 de nov.	<i>El beso</i> (Parte 1, Capítulos 3 y 4)
viernes, 8 de nov.	<i>El beso</i> (Parte 1, Capítulos 5 y 6) Discussion Leaders Fecha de entrega: Focus Question 2
SEMANA 11 lunes, 11 de noviembre	No hay clase – Remembrance Day <i>El beso</i> (Parte 1, Capítulos 7 y 8)
miércoles, 13 de noviembre	<i>El beso</i> (Parte 2, Capítulos 9 y 10) Response Journal 3 due sobre los capítulos 9 y 10 de <i>El beso</i>
viernes, 15 de noviembre	<i>El beso</i> (Parte 2, Capítulos 11-12) Discussion Leaders
SEMANA 12 lunes, 18 de nov.	<i>El beso</i> (Parte 2, Capítulos 13-14)
miércoles, 20 de noviembre	<i>El beso</i> (Parte 2, Capítulos 15 y 16)
viernes, 22 de	Cierre de <i>El beso</i>

noviembre	
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SEMANA 13 lunes, 25 de noviembre	Filme: <i>El beso de la mujer araña</i>
miércoles, 27 de noviembre	In-class peer-editing session for final essay/ Cierre del curso
viernes, 29 de noviembre	No hay clase - Work on incorporating peer feedback into your final papers and/or visiting the Writing Centre!
	Final Paper Due on Thursday, December 5

*** Instructor reserves the right to modify course schedule if necessary ***