

SEP 06 2007

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		07-13d.	AP-9/25/07	App-3/24/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Department of Spanish	Phone 7-2325

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☒ Course Revision ☐ Course Number and/or Title Change ☒ Catalog Description Change	
SPAN 412 The Spanish Novel of the 19th and 20th Centuries	SPAN 412/512 The Spanish Novel of the 19th and 20th Centuries
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.	
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track	
<u>Current</u> program name	<u>Proposed</u> program name, if changing
4. Approvals	
Department Curriculum Committee Chair(s)	Date
<i>Sean McDaniel</i>	8-27-07
<i>Laura Delbrugg</i>	8-27-07
Department Chair(s)	
College Curriculum Committee Chair	9-17-07
College Dean	9-17-07
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	9-25-07

* where applicable

Received

SEP 18 2007

Liberal Studies

Original sent to grad comm. 10-8-07

SPAN 412/512 The Spanish Novel of the Nineteenth and Twentieth Centuries 3c-01-3cr
3 class hours
0 lab hours
3 credits

- I. Course Description:** An analysis of selected novels from three major periods: the nineteenth century, the Generation of 1898, and the post Civil War. Taught in Spanish. Prerequisite for SPAN 412: SPAN 260 or permission. Prerequisite for SPAN 512: Acceptance to Spanish graduate program or permission.

II. Course Objectives

Students completing this course will be able to:

1. Derive meaning from six novels of the 19th and 20th centuries read in the original Spanish through an analysis of them.
2. Explain orally and in writing the selected novels read in the original Spanish, including plot, theme, characters, ideas and information about the authors.
3. Demonstrate knowledge of the historical/social/political situations important to the development of the Spanish novel.
4. Define and describe the key literary movements of the three periods studied.
5. Express their opinions about the novels read for class in both written and oral format.
6. Write an analysis of three of the novels assigned on a topic provided by the instructor.
7. Conduct an investigation based on a thesis comparing an aspect of two of the novels read for class, and prepare a paper that presents the results of this research in both written and oral form.
8. Speak in present, past and future time frames and use connected paragraph-length discourse in Spanish.
9. Write in present, past and future time frames and use connected paragraph-length discourse in Spanish.

Additionally, graduate students will be able to:

1. Conduct appropriate library research and summarize accurately in Spanish scholarly journal articles incorporating literary theory written both in Spanish and in English.
2. Write an analysis of four (one additional from # 6 above) of the novels assigned on a topic provided by the instructor and incorporate at least two critical works on each topic.
3. Conduct an investigation of a novel from the 19th or 20th century not read for class.
4. Write research papers in Spanish using a register and style appropriate to academic discourse.
5. Write research papers in Spanish that use appropriate professional formatting and norms, in this case the MLA.
6. Write research papers in Spanish that represent original literary and historical analysis.

7. Write research papers in Spanish that demonstrate a knowledge of and sensitivity to other critical points of view, such as those on the research topic expressed in scholarly publications.
8. Present orally in Spanish the results of original research in a manner and format consistent with that of professional presentations in the field.
9. Write an abstract of a research project in a manner consistent with that for submission to a professional conference in the field.

STUDENT OUTCOMES ASSESSMENT MATRIX: UNDERGRADUATE & GRADUATE

COE-ET Conceptual Framework Component	ACTFL/NCATE Program Standards	Spanish Educ. Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives*
1.a	1.a., 2.a., 2.b., 2.c.	3, 9, 11, 13	1	Participation, *Exams
1.a.	1.a., 2.b.	3, 9, 10	2	Participation, *Exams
1.a.	2.a., 2.b., 2.c	9, 11, 13	3	*Exams
1.a.	2.a., 2.b.	9, 11	4	*Exams
1.a.	1.a., 2.a.	3, 8, 9, 10	5	*Exams, Writing Projects, Participation
1.a.	1.a., 2.a., 2.b.	3, 9, 10	6	Writing projects
1.a.	1.a., 2.b.	3, 9, 10	7	*Final Paper, Oral Presentation
1.a.	1.a.	3	8	Participation, Oral Presentation

1.a.	1.a.	3, 10	9	*Exams, Writing Projects, *Final Paper
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**Indicates assessments designed for mean and score range aggregated reporting.*

STUDENT OUTCOMES ASSESSMENT MATRIX: GRADUATE ONLY

NBPTS Standards	INTASC Standards	Spanish MA Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives
III, XI, XIII	1	2, 3, 4, 8, LC10, LC11, LC12, LC13	1	Article Reviews
III, XI, XIII	1	3, 4, 8, LC9, LC10, LC11, LC12, LC13	2	Writing Projects
III, IV, XI, XIII	1	3, 4, 8, LC9, LC10, LC11, LC12, LC13	3	*Final Paper
III, XI, XIII	1	3, 4, 8, LC13	4	*Final Paper
III, XI, XIII	1	3, 4, 8, LC13	5	*Final Paper
III, IV, XI, XIII	1	3, 4, 8, LC11, LC13	6	*Final Paper
III, IV, XI, XIII	1	3, 4, 8, LC11, LC13	7	*Final Paper
III, XI, XIII	1	4, 8, LC13	8	Oral Presentation
III, XI, XIII	1	4, 8, LC11, LC13	9	*Final Paper

**Indicates assessments designed for mean and score range aggregated reporting.*

III. Required Texts, Supplemental Books and Readings

Required texts:

Pérez Galdós, Benito. *Marianela*.

Pardo Bazán, Emilia. *Insolación*.

Unamuno, Miguel de. *Niebla*.

Baroja, Pío. *El mundo es así*.

Cela, Camilo José. *La familia de Pascual Duarte*.

Matute, Ana María. *Fiesta al noroeste*.

Graduate students will also read for their research project an agreed-upon additional novel chosen from the 19th or 20th centuries.

Additional required text for graduate students:

Blackwell, Frieda H. and Paul E. Larson. *Guía básica de la crítica literaria y el trabajo de investigación*. Thompson Heinle & Heinle, 2007.

Also, all students should have access to a good Spanish/English dictionary such as the Oxford, University of Chicago, Castellano, or use the on-line site www.rae.es.

Supplemental Readings:

All supplemental readings will be made available through e-Reserve.

IV. Evaluation Methods

Undergraduate Evaluation: The final grade will be determined as follows:

- | | | |
|----------------------|-----|---|
| 1. Participation | 10% | based on in-class participation |
| 2. Exams | 35% | three, written (objective and essay) |
| 3. Writing Projects | 30% | three, written on 3 of the novels studied; each of at least 500 words |
| 4. Final Paper | 20% | written research paper on agreed on topic |
| 5. Oral Presentation | 5% | oral presentation of final research paper |

In addition to reading the novels and supplementary materials and participating in class discussions, undergraduate students will be evaluated with several activities designed to assess their achievement of undergraduate course objectives. They will write three written responses of 500 words (one from each of the periods studied) on a topic provided by the instructor. They will write three exams (one on each period studied) which will include material from the novels and from lectures on relevant historico-socio-political ideas and trends. They will conduct library research on a topic agreed-upon by the student and the professor. The topic will involve some aspect of comparison of two of the novels read for class. It will involve writing a research paper of at least 3000 words and citing at least 4 sources. Finally, they will give a short presentation of the findings of their research to the class.

Graduate Evaluation: The final grade will be determined as follows:

- | | | |
|----------------------|-----|---|
| 1. Participation | 10% | based on in-class participation |
| 2. Exams | 30% | three, written (objective and essay) |
| 3. Writing Projects | 20% | four, written on 4 of the novels studied; each must be of 1000 words in length and include use of at least two scholarly journal articles |
| 4. Final Paper | 20% | written research paper on agreed on topic on a novel from the periods studied but not read for class; to be given as a formal conference presentation |
| 5. Oral Presentation | 5% | oral presentation of final research paper |
| 6. Article Reviews | 15% | Reviews of 3 articles incorporating literary theory – one for each of the periods studied |

In addition to reading the novels assigned and supplementary materials and participation in class, graduate students will be evaluated with a number of activities designed to assess their achievement of graduate course objectives. Exams for graduate students will include more extensive essay questions incorporating a broader understanding of social and philosophical ideas from the periods studied. They will be required to write four

writing projects, including at least one from each of the periods studied. These writing projects are to involve library research; for each of their papers (1000 words each) they must incorporate ideas from at least two scholarly journal articles. Graduate students will also be required to review three articles in professional journals on topics that are related to the course material and that incorporate literary theory. Their final paper will be of at least 4000 words and incorporate at least 8 sources. It will be on an additional novel read from one of the periods studied. The final presentation of the paper will include an abstract of the paper and the identification of an appropriate conference at which the research might be presented.

V. **Grade Breakdown**

Undergraduate Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Graduate Scale

A	90-100%
B	80-89%
C	70-79%
F	Below 70%

VI. **Course Attendance Policy**

In SPAN 412/512 **attendance is required**. According the University Undergraduate Course Attendance Policy (see undergraduate catalogue), all students are expected to attend class. Roll will be taken at the beginning of each class. According to IUP Department of Spanish policy, all students are permitted a maximum of three (3) hours of unexcused absence per semester for a 3-credit course. Note that, for a graduate class that meets one time each week for 3 hours, one full-class absence constitutes the maximum number of permitted unexcused absences. **Spanish Department policy: for each unexcused hourly absence after the third, two (2) percentage points will be subtracted from the student's final grade.** Absences may be excused only for grave illness (documentation required), true emergency, or University-sponsored extracurricular activities (prior notification of professor required). At the graduate level, it is expected that a student who misses class will contact the professor for information regarding the content of the missed class and homework assignments.

VII. **Course Outline**

*Single starred items are for both undergraduate and graduate students.

Double starred items are for graduate students only. All **three (3) double starred projects (article reviews) are to be completed.

Undergraduates need to complete **three (3)** of the six (6) written projects, one for each of the periods studied (19th Century, Generation of 1898, Post-Civil War). Graduate students need to complete **four (4)** of the six (6) written projects, including at least one from each period studied.

- Week 1: Introduction to Course: origins of the novel, the novel in Spain in the 19th centuries, the historical, political and social setting for the novel in the 19th century.
- Week 2: *Benito Pérez Galdós* and realism; *Marianela* chapters 1-10.
- Week 3: *Marianela* chapters 11-22.
- Week 4: Film of *Marianela* and discussion of differences between novel and film.
PROJECT DUE FOR MARIANELA
Emilia Pardo Bazán and naturalism.
- Week 5: *Insolación* chapters 1-18.
- Week 6: *Insolación* chapters 19-22.
EXAM #1 – Background and novels read for 19th century.
PROJECT DUE FOR INSOLACIÓN
****ARTICLE REVIEW DUE FOR 19th CENTURY NOVEL****
- Week 7: The Generation of 1898 – history and background for the literary scene.
Pío Baroja, great novelist of the generation; *El mundo es así* prologue and first part chapters 1-9.
- Week 8: *El mundo es así* first part chapters 10-19; second part chapters 1-10; third part chapters 1-21 and epilogue.
- Week 9: ***PROJECT DUE FOR EL MUNDO ES ANSÍ***
Miguel de Unamuno, philosopher-novelist; *Niebla* prologue, post-prologue and chapters I-XVIII.
- Week 10: *Niebla* chapters XIX-XXXIII and epilogue.
 Film of *Niebla*.
- Week 11: **EXAM #2 – background and novels read for Generation of 1898.**
PROJECT DUE FOR NIEBLA
****ARTICLE REVIEW DUE FOR GENERATION OF 1898 NOVEL****
 The Civil War in Spain and its aftermath.
- Week 12: *Camilo José Cela* *La familia de Pascual Duarte*, Nota al transcriptor, Carta anunciando el envío, Cláusula..., chapters 1-19.
- Week 13: ***PROJECT DUE FOR LA FAMILIA DE PASCUAL DUARTE***
Ana María Matute, *Fiesta al noroeste*, chapters 1-8.
****ARTICLE REVIEW DUE FOR POST CIVIL WAR****

Week 14: ***PROJECT DUE FOR FIESTA AL NOROESTE***
Final oral presentations.

Week 15: **EXAM #3 – background and novels of the post Civil War generation. Scheduled according to university final exam schedule.**

VIII. Special Resource Requirements
None.

IX. Bibliography

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Beltrán, Luis. *Estética y literatura*. Madrid: Marenostum, 2004.

Blanco Aguinaga, Carlos, Julio Rodríguez Puértolas and Iris M. Zavala. *Historia social de la literatura española*. Madrid: Castalia, 1981.

Behiels, Lieve and Maarten Steenmeijer (eds.) *Asimilaciones y rechazos: presencia del romanticismo en el realismo español del siglo XIX*. Amsterdam: Rodopi, 1999.

Bertrand de Muñoz, Maryse. *La guerra civil española en la novela*. Madrid: Porrúa Turanzas, 1982.

Caudet, Francisco. *El parto de la modernidad: la novela española de los siglos XIX y XX*. Madrid: de la Torre, 2002.

Cenzano, Carlos E. "Espacio y palabra como elementos catárticos en el proceso de liberación de Pascual Duarte." *Letras Hispanas: Revista de Literatura y Cultura*. 3:1. N.pag.

Charnon-Deutsch, Lou. *Gender and Representation: Women in Spanish Realist Fiction*. Philadelphia: John Benjamins, 1990.

Colbert, María. *Reading the Ideology of Domesticity: Women, Identity and the Market in Restoration Spain (Benito Pérez Galdós and Emilia Pardo Bazán)*. Ann Arbor: Pro Quest UMI, 2006.

Colmeiro, José F. "La cruz de la memoria (Matute)." *Revista Anthropos: Huellas del Conocimiento*. 189-190 (2000): 221-27.

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Jiménez, García A. *El krausismo y la Institución Libre de Enseñanza*. Madrid: Amiel, 1985.
La Rubia Prado, Francisco. *Unamuno y la vida como ficción*. Madrid: Gredos, 1999.

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Part II. Description of Curriculum Change

2. Summary of proposed revisions.

We propose converting this class into a dual-listed class, and have added graduate objectives and evaluation methods.

We propose striking the phrase “offered in four-year rotation” from the catalogue description.

3. Justification/Rationale for revision.

The rationale for the conversion to a dual-listed class is that we have been given permission to develop a proposal for an MA and would like to make this class part of our graduate program.

The rationale for the description change is that should this class become part of our graduate program, we may find it necessary to offer it more frequently.

4. This is submitted under Syllabus of Record Amnesty.

Part III. Letters of Support or Acknowledgement

Outside of the Department of Spanish, there are no other affected or interested departments or programs.