

WINTHROP UNIVERSITY  
SPAN 395-600: Topics in Spanish/Hispanic Literature  
Fall 2024



Profesor: Adam Glover  
Email: [glovera@winthrop.edu](mailto:glovera@winthrop.edu)  
Office Hours: Mon/Wed 11:30-12:25  
Office: Kinard 223

Lecture: Mon/Wed: 12:30-1:45 p.m.  
**3-Credit Hours**

### I. Course Description:

This course is an introduction to the themes of love and death in Hispanic literature from the medieval period to twentieth century. We will begin our journey in classical Greece and Rome with depictions of Eros/Cupid as an overwhelming, destructive force. We will then examine the inheritance of this depiction of love in medieval and early modern poetry, before moving to Romantic depictions of love in the nineteenth century. We will conclude with a selection of authors from the twentieth century, including writers who challenge dominant conceptions of love and its implications.

### II. Course Goals and Student Learning Outcomes:

- SPAN 395 provides opportunities to:
- To familiarize students with literary depictions of love from the classical period to the twentieth-century
- To develop skills in reading, writing, literary analysis, and argumentation
- To expand your vocabulary and refine your written and oral expression in Spanish
- To reflect on a series of “big questions” that literature inevitably raises

### III. Required Materials:

1. Course pack of primary readings (= CP on course calendar)
2. Additional readings posted to Blackboard and indicated on the course calendar
3. Access to Blackboard (<https://bb-winthrop.blackboard.com/>)
4. Laptop (<https://www.winthrop.edu/technology/student-laptops.aspx>)

### IV. Prerequisite:

- A. 5 or higher with no one domain less than a 4 on the STAMP assessment OR a 4 or higher on the AP FREN exam.
- B. High School GPA of a 3.0+

### V. Course Outline:

The course will be taught in the sequence of units within the curriculum. When necessary, the professor will make adjustments to the course calendar.

### VI. Course Credit:

SPAN 395: Topics in Spanish/Hispanic Literature is an AP-weighted, dual credit accrual course. Students earn one Carnegie unit of high school credit and three hours of transferrable college credit upon successful completion of the course.

Students at Rock Hill High School receive college credit through Winthrop University. Students complete the Pre-College Application to be registered for the course and will receive a college ID.

The course is a three-hour (credit) course and *may* be transferred to a college or university either in S.C. or out-of-state. Each college and university has a different protocol for how they will determine how many credits will transfer as well as whether they will count toward your major or general education requirements. Please call your prospective school's advising office for more information on not just whether your Winthrop University language credit will transfer, but also how the credits will be measured and translated for your specific major.

### **LIFE Scholarship**

Grades earned in a high school dual credit course may affect scholarship eligibility. The LIFE Scholarship is a renewable scholarship for residents of South Carolina who are enrolled in college full-time. Awards are made automatically; no scholarship application is required. The amount is \$5,000 per year and may be "enhanced" to \$7,500 per year for upperclassmen in declared science and mathematics related majors. It is important to note to continue a LIFE scholarship in the sophomore year, any credit hours earned before high school graduation will be used toward the student's cumulative GPA. Students must earn a minimum cumulative LIFE GPA of at least a 3.0 on a 4.0 scale. The LIFE GPA must include all grades earned at the college plus all grades attempted (excluding remedial) at all other institutions, both in-state and out-of-state.

### **Transcript**

To be accepted as dual credit, the college course taken for dual credit must be approved by Rock Hill Schools. Approved dual credit courses within the Dual Language Immersion Program do not require pre-approval. All other dual credit courses require specific permission from the district in order to be completed. Students should see their high school guidance counselors for appropriate permission forms and/or guidance.

While enrolled in a dual credit course, students are completing coursework as a member of the district and as part of their regular high school course loads. Grades earned in dual credit courses must be submitted to the district and counted as part of the student's GPA and ranking, even if a low or failing grade is earned.

Note that a dual credit course carries one additional quality points in calculation of the student's cumulative GPA.

### **VII. Grading:**

The course grade will be calculated as follows:

<b><u>Participation</u></b>	<b>15%</b>
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Participation is required not only because it is a part of the final grade, but also because it directly affects how much Spanish you will learn. Students will receive one participation grade at midterm, and one at the end of the semester. Participation includes oral participation in class discussions and small group activities. Students should pay attention, ask questions, and *make sure all cell phones are off*.

Also, students should speak in Spanish—use of English in class will be reflected in the participation grade. Similarly, you should plan to annotate every reading.

### **Reading Reflections 25%**

Most new reading assignments will be accompanied by a short set of reading questions. The questions are designed to ensure that you have read the text carefully and understood it in general outline. They are not designed to trip you up. Read carefully, and you'll have no trouble. The questions should be completed on Blackboard by 11 a.m. on the day on which they are assigned.

### **Analytical Essay 15%**

Student will compose one short paper (3-4 pages). The paper should be composed in Spanish. See Blackboard for details.

### **Final Presentation 15%**

During the last week of classes, students will give a group presentation linking the themes of the course to contemporary culture. (See Blackboard for full details.)

### **Exams 30%**

There will be three exams, one written midterm (10%), one oral (10%), and a written final (10%).

### **Winthrop Grading Scale:**

A= 90-100% B+=85-89% B=80-84% C+=75-79%. C=70-74% D+=65-69% D=60-64% F=0-59%

- Numerical grades will appear on Rock Hill High School report card
- Letter grades will appear on Winthrop University transcript

### **VIII. Participation and Attendance:**

In order to gain the most out of class time, please come prepared to talk about current topics using recent grammar and vocabulary. You earn daily participation points by arriving on time, engaging in activities and discussions, (forgoing the use of electronic devices unless specified) and staying until the end of class.

If you miss any class, your participation grade decreases. Each absence decreases your participation grade by approximate 3.5%. Missing any **six days** (Monday – Friday) results in an FA. If your absences are excused and you provide documentation, participation points may be made up. Please ask me how. Late arrivals and early departures lower your participation grade by approximately 1%.

**Attendance/ Tardy Policy:** The above policies are set forth by Rock Hill High School and Winthrop University. Each will be strictly observed. Students may not miss more than 6 days in the class to earn high school and college credit. Please note there are time restrictions at the collegiate level for dropping this class. For example,

- August 23, 2024: Last day to drop Winthrop class
- October 23, 2024: Last day to withdraw from Winthrop class

### VIII. Other Important Information:

**Academic Success Center:** *“Winthrop University’s Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources, such as peer tutoring and academic coaching that help students achieve academic excellence. During the 2022 2023 academic year, students will not need to attend an ASC Tutee Seminar to utilize in-person or remote tutoring services. Please contact the ASC at 803-323-3929 /success@winthrop.edu. For more information on ASC services, please visit [www.winthrop.edu/success](http://www.winthrop.edu/success).”*

**Students with Disabilities/Need of Accommodations for Access:** *“Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request. If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact Rock Hill High School’s Special Education team for information on accommodations, registration, and procedures.*

**FERPA:** *The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.*

*FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "**eligible students**."*

- *Eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.*
- *Eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.*
- *Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):*
  - *School officials with legitimate educational interest;*
  - *Other schools to which a student is transferring;*
  - *Specified officials for audit or evaluation purposes;*
  - *Appropriate parties in connection with financial aid to a student;*

- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Read more about your student rights under FERPA at Winthrop University:

<https://www.winthrop.edu/recandreg/ferpa.aspx>

**Academic Conduct:** As noted in the Student Conduct Code, “Responsibility for good conduct rests with students as adult individuals.” Cheating, plagiarism, or any other form of academic dishonesty will result in a failing grade for the test/quiz/assignment and may result in a failing grade for the course. Some instances of academic misconduct include but are not limited to providing/receiving unauthorized assistance in academic work and presenting someone else’s work as your own. The complete policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook.” (<http://www2.winthrop.deu/studentaffairs/handbook/StudentHandbook.pdf>).

**Courses in the Department of World Languages and Cultures:** Courses in the Department of World Languages and Cultures are based on the conceptual framework of the American Council on the Teaching of Foreign Languages:

**Communication:** Communicate in Languages Other Than English

**Cultures:** Gain Knowledge and Understanding of Other Cultures

**Connections:** Connect with Other Disciplines and Acquire Information

**Comparisons:** Develop Insight into the Nature of Languages and Culture

**Communities:** Participate in Multilingual Communities at Home & Around the World

Communicative skills are paramount in the language learning process. See [actfl.org](http://actfl.org) for more information

## ¡BIENVENIDOS A ESPAÑOL 395!

### Horario Tentativo:

DÍA	Tema	Para preparar
19 de agosto	No hay clase	

DÍA	Tema	Para preparar
21 de agosto	Introducción al curso	
26 de agosto	El amor en la tradición clásica	<p><b>Lectura:</b> Matthew A. Macintosh, "Eros/Cupid in the Classical Tradition" (CP, p. 3-21)</p> <p><b>Lectura:</b> Ovid, Pyramus and Thisbe" (CP, p. 22-4)</p> <p><b>Lectura:</b> Ovid, <i>Amores</i> (CP, p. 25-27)</p> <p><b>Blackboard:</b> prueba de comprensión</p>
28 de agosto	El medioevo y el amor cortés	<p><b>Lectura:</b> Andreas Capellanus, <i>The Art of Courtly Love</i> (CP, pp. 28-32)</p> <p><b>Video:</b>  <a href="https://www.youtube.com/watch?v=7r6A_1TWX9s">https://www.youtube.com/watch?v=7r6A_1TWX9s</a></p> <p><b>Blackboard:</b> prueba de comprensión</p>
2 de septiembre	No hay clase	
4 de septiembre	Las cantigas de amor	<p><b>Lectura:</b> Paio Soares de Taveirós (CP, p. 34)</p> <p><b>Lectura:</b> Pero da Ponte (CP, p. 35)</p> <p><b>Lectura:</b> Fernão Velho (CP, pp. 35-6)</p> <p><b>Blackboard:</b> prueba de comprensión</p>
9 de septiembre	Las cantigas de amor	<p><b>Lectura:</b> Fernão Velho (CP, pp. 35-6)</p> <p><b>Lectura:</b> Lourenço Jograr, "Tres moças cantavan d'amor" (CP, pp. 36-7)</p> <p><b>Video:</b>  <a href="https://www.youtube.com/watch?v=Zx650R3lZOc">https://www.youtube.com/watch?v=Zx650R3lZOc</a>  (Tres mozas cantaban...)</p> <p><b>Blackboard:</b> prueba de comprensión</p>
11 de septiembre	Petrarca y el petrarquismo	<p><b>Lectura:</b> "Introducción a Francesco Petrarca y la tradición petrarquista" (CP, pp. 38-9)</p> <p><b>Lectura:</b> Francesco Petrarca (sonetos 2, 3, 13, 90) (CP, pp. 39-41)</p> <p><b>Lectura:</b> Garcilaso de la Vega (soneto 10) (CP, p. 42)</p> <p><b>Blackboard:</b> prueba de comprensión</p>
16 de septiembre	Garcilaso (1501-1536) y el petrarquismo	<p><b>Lectura:</b> Garcilaso de la Vega (sonetos 10, 30 y 32) (CP, pp. 42-44)</p>
18 de septiembre	Garcilaso (1501-1536) y el petrarquismo	<p><b>Lectura:</b> Garcilaso de la Vega (sonetos 10, 30 y 32) (CP, pp. 42-44)</p>
23 de septiembre	Sor Juana Inés de la Cruz (1648-1695)	<p><b>Lectura:</b> Sor Juana Inés de la Cruz (México, 1648-1695), "Detente, sombra de mi bien esquivo" (CP, pp. 45-6)</p> <p><b>Blackboard:</b> prueba de comprensión</p>
25 de septiembre	Amor y muerte en la tradición mística	<p><b>Lectura:</b> "Introducción general al misticismo" (CP, pp. 47-8)</p> <p><b>Lectura:</b> "Song of Songs" selections (CP, pp. 48-52)</p> <p><b>Lectura:</b> David McClain Carr, "Rethinking Sex and Sexuality: The Song of Songs and its Readings" (BB)</p>

DÍA	Tema	Para preparar
		<b>Blackboard:</b> prueba de comprensión
<b>30 de septiembre</b>	Amor y muerte en la tradición mística	<b>Lectura:</b> Santa Teresa de Ávila (España, 1515-1582), "Vivo sin vivir en mí" (CP, pp. 52-53) <b>Lectura:</b> San Juan de la Cruz (España, 1542-1591), "Noche oscura del alma" (CP, p. 55) <b>Blackboard:</b> prueba de comprensión
2 de octubre	El amor en la tradición romántica	<b>Lectura:</b> Gustavo Adolfo Bécquer (España, 1836-1870), Rima 11, Rima 14 (CP, pp. 57-8) <b>Blackboard:</b> prueba de comprensión
<b>7 de octubre</b>	El amor en la tradición romántica	<b>Lectura:</b> Gustavo Adolfo Bécquer (España, 1836-1870), Rima 17, Rima 21, Rima 38 (CP, p. 58)
<b>9 de octubre</b>	El amor en la tradición romántica	<b>Lectura:</b> Gustavo Adolfo Bécquer (España, 1836-1870), "Los ojos verdes" (CP, pp. 59-64) <b>Blackboard:</b> prueba de comprensión
<b>14 de octubre</b>	No hay clase	
16 de octubre	El amor en la tradición romántica	<b>Lectura:</b> Rosalía de Castro (España, 1837-1885), "Tú para mí..." (CP, pp. 64-6) <b>Lectura:</b> Gertrudis Gómez de Avellaneda (Cuba, 1814-1873), "Contradicciones" (CP, pp. 66-67) <b>Blackboard:</b> prueba de comprensión
<b>21 de octubre</b>	Amor y muerte en el siglo XX	<b>Lectura:</b> Horacio Quiroga (Uruguay, 1878-1937), "La muerte de Isolda" (CP, pp. 70-74) <b>Blackboard:</b> prueba de comprensión
23 de octubre	Amor y muerte en el siglo XX	<b>Lectura:</b> Horacio Quiroga (Uruguay, 1878-1937), "La muerte de Isolda" (CP, pp. 70-74) <b>Para entregar: Ensayo analítico (Blackboard, antes de las 23:59)</b>
28 de octubre	Amor y muerte en el siglo XX	<b>Lectura:</b> Alfonsina Storni (Argentina, 1892-1938), "Dos palabras" (CP, p. 68) <b>Lectura:</b> Jaime Sabines (México, 1926-1999), "Me tienes en tus manos" (CP, p. 69) <b>Blackboard:</b> prueba de comprensión
30 de octubre	Amor y muerte en el siglo XX	<b>Lectura:</b> Amado Nervo (México, 1870-1919), "El día que me quieras" (CP, pp. 69-71) <b>Blackboard:</b> prueba de comprensión
4 de noviembre	Amor y muerte en el siglo XX	<b>Lectura:</b> Gabriel García Márquez (Colombia, 1927-2014), "Muerte constante más allá del amor" (CP, pp. 76-81) <b>Blackboard:</b> prueba de comprensión
<b>6 de noviembre</b>	Amor y muerte en el siglo XX	<b>Lectura:</b> Gabriel García Márquez (Colombia, 1927-2014), "Muerte constante más allá del amor" (CP, pp. 76-81)
11 de noviembre	Exámenes orales (individuales)	

DÍA	Tema	Para preparar
13 de noviembre	Exámenes orales (individuales)	
18 de noviembre	Amor y muerte en el siglo XX	<b>Lectura:</b> Rosa María Roffiel (México, 1945-), "Quise ser hombre" (CP, pp. 81-2) <b>Lectura:</b> Jorge López Páez (México, 1922-2016), "Doña Herlinda y su hijo" (CP, pp. 85-92) <b>Blackboard:</b> prueba de comprensión
20 de noviembre	Amor y muerte en el siglo XX	<b>Lectura:</b> Jorge López Páez (México, 1922-2016), "Doña Herlinda y su hijo" (CP, pp. 85-92) <b>Blackboard:</b> prueba de comprensión
25 de noviembre	Presentaciones: "Pasado y presente"	
2 de diciembre	Presentaciones: "Pasado y presente"	

**Syllabus change policy:** Although I reserve the right to amend and change the syllabus as I determines necessary to increase student learning, I will not do so without informing you first. This course calendar is a working document and is the part most likely to change to meet the needs of the students or to accommodate for the impact of external factors.



**Syllabus Acknowledgement & Information Sheet**  
**Instructor: Adam Glover**  
**Course Title: SPAN 395- 600: Topics in Spanish/Hispanic Literature**

I have read and thoroughly understand with great detail the expectations, rules, and procedures that are expected of me while enrolled in this course. I realize that I am responsible for these rules, regulations, procedures, and course requirements, and I will be held accountable for adhering to the contents of this course syllabus and code of conduct. I acknowledge that I have received a copy of the SPAN 395 syllabus and know the syllabus is posted on Blackboard with a list of assignments and deadlines. I know what I need to do to earn the grade I want.

Student Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have read thoroughly the contents of this syllabus and discussed with my child the expectations of him/her in this course.

Parent/Guardian Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Contact Information**

Name of Parent/Guardian: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Work Number (Parent/Guardian 1) \_\_\_\_\_

(Parent/Guardian 2) \_\_\_\_\_

Cell Phone Numbers: (Parent/Guardian 1) \_\_\_\_\_

(Parent/Guardian 2) \_\_\_\_\_

(Student) \_\_\_\_\_

Email Addresses: (Parent/Guardian 1) \_\_\_\_\_

(Parent/Guardian 2) \_\_\_\_\_

(Student) \_\_\_\_\_

