

CONTEMPORARY SPANISH WOMEN WRITERS

Course Information

SPW 4481-01 / SPW 5486-01
Ref. Nos. 06627 / 06635

Fall 2005
TR 5-6:15
DIF 116

Prerequisite for undergraduates: Two 3000-level literature courses. (Without this background, you may find it very difficult to deal with the length and depth of the reading assignments in this class.)

Contact Information

Professor: Brenda Cappuccio, Associate Professor of Spanish
Office: Diffenbaugh 316A
Hours: TR 1-2 and 4:30-5 + by appointment
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Course Materials

- *Madres e hijas*. Ed. Laura Freixas. Barcelona: Anagrama, 1996.
- *Julia*. Ana María Moix. Barcelona: Lumen, 1991.
- *Nada*. Carmen Laforet. Barcelona: Destino, 1945, 1997.

Course Description and Objectives

As stated in the University Bulletin, this course is designed to introduce you to the works of 20th-century Spanish women writers and the critical attention they have received. We will focus primarily on novels and short stories but will also include a couple of poets, all the while focusing on the mother-daughter theme. In our exploration of both sides of this relationship we will use a variety of critical perspectives and tools. We will also take into consideration the social and political events of the period and their effect on women in Spain, the mother-daughter relationship, and the writers included in the course.

The content of the course corresponds to this rationale, that is, it includes both the literary and cultural characteristics of contemporary Spain. In this course you will read several short stories, two novels, and a few poems for in-class discussion. Other works and writers will be presented via videos. These readings will provide a representative sampling of what women writers in Spain

were accomplishing from the end of the Civil War (1936-1939) through the post-Franco democratic era (1975 to the present). The work is therefore organized in more or less chronological order.

Besides reading, you will bring your analytical skills to the course by contributing to class discussion, by taking into account other critical interpretations of the works, and by researching and writing your own analytical paper.

The learning objectives I have established and what I hope you gain from the course include:

- Additional reading skills
- Development of literary analysis skills
- Knowledge of contemporary Spain, both historically and literarily
- Understanding of the significant progress of women writers in 20th-century Spain
- Practice in researching writers and works
- Better skills in organizing and writing a paper in Spanish

Course Policies

- More than two (2) unexcused absences may result in your final grade being lowered automatically by five (5) points (half a letter grade) for each absence thereafter.
- An excused absence is an illness with a doctor's note, a death in the immediate family with an obituary notice, jury duty with accompanying documentation, or a university-sponsored event with an official list including your name on it.
- These are the only four types of absences which will be excused.
- Should extenuating circumstances require that you miss a class beyond the limit of two, you are expected to notify me or leave a message with the department.
- Late assignments will result in a lower grade, that is, five (5) points per day.
- No extra credit work will be accepted.
- No make-up quizzes will be given.

If you get to class late, you will not be given the quiz if any student has already handed the quiz in; should you arrive late but in time to get the quiz, you will be asked to turn it in when the last student does.

Student Responsibilities

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- ❖ You are expected to be punctual and to come to class prepared.
- ❖ Your active participation is expected.
- ❖ There are no exams in this course, but there will be frequent **quizzes**.

Graduate Students

- For each of the writers we consider, you will locate, read, and summarize (1-2 pages, double-spaced) a **critical article**, including bibliographical details.
- You will serve as a coordinator and work with 2-4 of the undergraduate students in the course to prepare and facilitate the **in-class discussion** of one of the short stories we will read.
- You will research and write a 12-15-page **paper** on a novel by a contemporary Spanish woman writer (to be determined in consultation with me).

Undergraduate Students

- ✓ Working with 1-2 other undergraduate students, you will research and **present** to the class information on one of the writers we read, including both biographical information and a description of her work.
- ✓ With 1-3 other undergraduate students, you will consult with your graduate student coordinator to prepare and facilitate the **in-class discussion** of one of the short stories we will read.
- ✓ You will research and write a 6-10-page **paper** on a short story by a contemporary Spanish woman writer (to be determined in consultation with me).

Grading/Evaluation

Your grade will be determined by your overall performance in the following categories:

Graduate Students

25% Quizzes
25% Discussion facilitation
25% Article summaries
25% Research paper

Undergraduate Students

25% Quizzes
25% Discussion facilitation
25% Oral presentation on writer
25% Research paper

Quizzes may be announced or unannounced and will cover the assigned readings and any other material or information. They may include matching, fill-ins, and other objective items as well as passages to identify and discuss, short-answer questions, and longer essays. No make-ups will be given without a valid excuse (see Class Policies above). At least one quiz score will be dropped before the final average is calculated.

The **facilitation of class discussion** on the assigned short story can take almost any form the group thinks will be most effective. Some possibilities include study guides, small-group activities, or other more novel ideas. Please feel free to be creative but always with the goal of helping the entire class to thoroughly understand the story and its implications.

The **oral presentation** done by the undergraduates can also take the form you think will be most interesting and effective in transmitting the information regarding the writer's life and works. Visuals, such as pictures, handouts, and PowerPoint presentations, are usually helpful.

Note: in both the **facilitation of class discussion** and **oral presentation**, ALL members of the group are expected to contribute with preparation AND presentation.

The **summaries of critical articles** should be, as mentioned above, 1-2 pages maximum for discussion of the main ideas presented in the article. The articles consulted should be taken from professional journals (including e-journals), preferably from the past 10 years (or at least not before 1990). You may be asked to comment in class on what you have read. The summary for each writer should be submitted to me no later than the last day we are scheduled to focus on that writer and work as indicated in the syllabus.

The **research papers** are to be original and independently researched and crafted efforts. You will first need to determine which work you want to write on and get it approved. You will be expected to submit 1) a tentative bibliography, 2) a draft of your paper, and 3) the final paper on the dates indicated on the syllabus. The bibliography should be in the form recommended in the MLA Handbook (available at Bill's, the University Bookstore, or any local bookstore). The drafts will be reviewed primarily for content and organization to make sure you are on the right track, while the final paper will be evaluated mostly on content but also taking into consideration form, appearance, and overall impression and interest.

The grading scale used is as follows:

94-100 = A	87-89 = B+	77-79 = C+	67-69 = D+
90- 93 = A-	84-86 = B	74-76 = C	64-66 = D
	80-83 = B-	70-73 = C-	0-59 = F

Florida State Honor Code

Students are expected to uphold the Academic Honor Code published in The Florida State University Bulletin and the Student Handbook. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community.

ADA Policy

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center, Dean of Students Department, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), SDRC@admin.fsu.edu, <http://www.fsu/~staffair/dean/StudentDisability>.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advance notice.

SÍLABO

<u>Semana 1</u> Información introductoria	<u>30 de agosto, 1o de septiembre</u>
<u>Semana 2</u> Ana María Matute, "Cuaderno para cuentas" – págs. 46-63	<u>6 y 8 de septiembre</u>
<u>Semana 3</u> Carmen Martín Gaité, "De su ventana a la mía" – págs. 40-44	<u>13 y 15 de septiembre</u>
<u>Semana 4</u> Carmen Laforet, <i>Nada</i> , Parte I, Caps. I-IX ***** Entregar su elección de cuento (con fotocopia) o novela *****	<u>20 y 22 de septiembre</u>
<u>Semana 5</u> <i>Nada</i> , Parte II, Caps. X-XVIII	<u>27 y 29 de septiembre</u>
<u>Semana 6</u> <i>Nada</i> , Parte II, Caps. XIX-XXV	<u>4 y 6 de octubre</u>
<u>Semana 7</u> Carmen Conde – poesía distribuida en clase Esther Tusquets, "Carta a la madre" – págs. 76-93 ***** Entregar su bibliografía preliminar *****	<u>11 y 13 de octubre</u>

<u>Semana 8</u>	<u>18 y 20 de octubre</u>
Tusquets Gloria Fuertes – poesía distribuida en clase	
<u>Semana 9</u>	<u>25 y 27 de octubre</u>
Ana María Moix, <i>Julia</i> – págs. 9-66	
<u>Semana 10</u>	<u>1º y 3 de noviembre</u>
Ana María Moix, <i>Julia</i> – págs. 9-66 ***** Entregar los borradores de los trabajos escritos *****	
<u>Semana 11</u>	<u>8 y 10 de noviembre</u>
<i>Julia</i> , págs. 67-123	
<u>Semana 12</u>	<u>15 y 17 de noviembre</u>
Soledad Puértolas, “La hija predilecta” – págs. 118-38	
<u>Semana 13</u>	<u>22 y 24 de noviembre</u>
Paloma Díaz-Mas, “La niña sin alas” – págs. 160-68 ¡Feliz Día de Dar las Gracias!	
<u>Semana 14</u>	<u>29 de noviembre y 1º de diciembre</u>
Almudena Grandes, “La buena hija” – págs 186-224	
<u>Semana 15</u>	<u>6 y 8 de diciembre</u>
Resumen + evaluaciones	

Escritoras importantes del Siglo XX

Carmen de Burgos 1867-1932

Concha Espina 1877-1955

Rosa Chacel 1898-1994

María Teresa León 1903-1988

Mercè Rodoreda 1908-1983

Dolores Medio 1911-1996

Carmen Kurtz 1911-1999

Mercedes Salisachs 1915

Elena Quiroga 1921-1995

Carmen Laforet 1921-2004

Carmen Martín Gaité 1925-2000

Ana María Matute 1926

Josefina Aldecoa 1926

Concha Alós 1928

Rosa Regàs 1933

Esther Tusquets 1936

Clara Janés 1940

Cristina Peri Rossi 1941

Marina Mayoral 1942

Maruja Torres 1943

Lourdes Ortiz 1943

Cristina Fernández Cubas 1945

Adelaida García Morales 1945

Montserrat Roig 1946-1991

Ana María Moix 1947

Soledad Puértolas 1947

Carme Riera 1948

Alicia Giménez Bartlett 1951

Rosa Montero 1951

Alicia Giménez Bartlett 1951

Carmen Posadas 1953

Julia Navarro 1953

Paloma Díaz-Mas 1954

Dulce Chacón 1954-2003

Laura Freixas 1958

Susana Fortes 1959

Almudena Grandes 1960

Belén Gopegui 1963

Luisa Castro 1966

Lucía Etxebarria 1966

Care Santos 1970

Marta Rivera de la Cruz 1970

Espido Freire 1974

Poetas

Carmen Conde 1907-1996

Gloria Fuertes 1917-1998

Ana Rossetti 1950

Blanca Andreu 1959

Dramaturgas

Ana Diosdado 1938

Paloma Pedrero 1957

Novelas

El mismo mar de todos los veranos

Amor, curiosidad ...

Primera memoria

Entre visillos

Un milagro en equilibrio