

W UNIVERSITY of WASHINGTON | TACOMA
Office of Undergraduate Education

TCORE 124 C Zombies, Demons, and Ghosts?: Latin American Literature of the Fantastic.
Spring 2014, 5 credits

Class Times	TTh 1:30-3:35	JOY 106
Office Hours	MW 5:30-6:30, TTh 12:30-1:30 (and by appointment)	CP 338 B
Contact	amachine@u.washington.edu	

Course Description: This course will be an exploration of Latin American examples of the literary genre known as *Literatura Fantástica* (Literature of the Fantastic). In this class we will examine several classics of this movement with the goal of developing the students' skill in critically analyzing and writing about literary texts. Students will be introduced to the theory behind the classification of these works, and their similarities and differences to related genres. We will also study the cultural and historical contexts in which the stories were produced and their influences on the writing. Students can expect small and large in-class group discussions in which they develop and discuss their ideas as well as several writing assignments meant to develop their skills in argumentation.

Core: The Core program is a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university's general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you'll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

Learning Objectives: In this course the learning objectives we will concentrate on are:

- Formulating an original thesis-driven argument and sustaining it in both written and verbal communication.
- Expressing ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
- Thinking outside of cultural norms and values, including your own perspective, to critically engage the larger world.
- Recognizing the value of obtaining a historical perspective of events as being relevant and useful to guide future decision-making.
- Approaching complex issues by taking a large question and breaking it down into manageable pieces.
- Making meaningful connections among assignments and readings in order to develop a sense of the "big picture."
- Collecting, evaluating, and analyzing information and resources to solve problems or answer questions.

Specific Course Goals: There are two specific course goals for this class:

- An exposure to selections from the canon of this genre.
- A focus on the mechanics of writing about literature.

Required Texts and Materials:

Aura. Carlos Fuentes. Farrar, Straus and Giroux. New York 1965. ISBN: 0-374-51171-3

Blow - Up and Other Stories. Julio Cortázar. Random House, Inc., 1963. ISBN: 0-394-72881-5

House of Mist. María Luisa Bombal. Farrar, Straus and Giroux. New York 1947. ISBN: 0-374-53136-6

Jorge Luis Borges A Personal Anthology. Jorge Luis Borges. Grove Press, Inc. 1961. ISBN-13: 978-0-8021-3077-8

The Oxford Book of Latin American Short Stories. Roberto González Echevarría, ed. Oxford University Press. Oxford. 1997. ISBN: 978-0-19-513085

Other Course Requirements

- A three-ring binder with standard, letter-size loose-leaf paper
- Access to a computer, printer, and the Internet for homework assignments.
- An MLA reference book or website such as <http://libguides.tacoma.uw.edu/friendly.php?s=citations>

Class Expectations:

- Complete reading assignments before class. Read carefully and think about what you read. Don't just skim the texts.
- Make a conscious effort to participate in class discussions. Aim for quality contributions, not just quantity. Show that you have read and understood the texts (or that you are trying to understand them).
- Listen to other people and respect their opinions. Debates are fine but do not disrespect another person's point of view.
- Take an active role in group assignments and carry out group work with a serious, responsible attitude.
- Take good notes on class discussions and the readings.
- Turn in assignments on time.
- Arrive on time and stay for the entire class period.

- Let me know if you need help

Grading

Class participation:	5%
Exploratory Reading/Writing Journal	15%
Reading summaries	(5%)
(10) Exploratory writing activities	(10%)
Literary Analysis Essays:	60%
Assignment 1, Thesis and outline	(10%)
Assignment 2, (2-3 pages)	(20%)
Assignment 3, (3-5 pages)	(30%)
Reading quizzes	20%

Class participation: Consists of regular attendance, active participation in classroom activities and discussions, and completion of reading assignments. Note: Since your participation grade is based on your presence in class, it cannot be made up in the case of absence regardless of the circumstances.

Exploratory Reading/Writing Journal: The foundation of this class is a careful and scholarly reading of the texts. Therefore, you are required to keep a journal for all reading assignments. The journal must be kept in a three-ring binder on loose-leaf paper, and you must bring it to every class. It will be turned in for grading with your three formal writing assignments. It consists of two parts:

Part I: Include the following information for each reading/viewing selection:

- List of characters
- A short summary of the plot
- At least three identified themes

Part II: Once a week, pick one of the selections to do an exploratory writing exercise. This writing consists of at least one hand-written page where you explore your thoughts and ideas about the work in response to a thesis-generating question. You should allow your thoughts to flow out onto the page without worrying about style or grammar. The first line should be your question, and the last line should be your answer. Note: Plot summary should **NOT** be a part of your exploratory writing exercises.

Literary Analysis Essays: For each writing assignment, you will be asked to write an essay on one or more of the works we have read in class. You will be asked to develop your ideas using concrete examples from the text(s) to illustrate your main thoughts, and show that you have understood them and can discuss them intelligently in the context of this class. Students will be graded on the basis of the originality and the thoughtfulness of their work, as well as on the style and the mechanics of their writing. If you need help with writing, please see me or go to the Teaching and Learning Center for guidance. Unless otherwise indicated, writing assignments should be typed, double-spaced, normal margins, 12 pt Garamond font. Standard MLA format must be used for all sources. Papers are due at the beginning of class. Late papers will be penalized by a reduction of one letter grade for each day of the week (not class day) they are late. I do not accept emailed papers. Plagiarism will result in the grade of zero for the writing assignment and will be reported as a violation of the student conduct code. Letter grades will be given for each assignment.

Reading quizzes: Reading quizzes consist of short essay-style questions, and are given each class period.

Attendance Policy: Attendance is required for all classes and is checked daily. Your active presence in class is essential to your learning. When you are absent, you lose that contact with the material and the opportunity to learn and expand your viewpoint. You may also miss an activity that carries points towards your grade, like a quiz or writing activity. These are all reasons that you should attend every class. Your participation grade is based on your presence *and* active participation in class, and therefore cannot be made up. At my discretion, you may be able to make up a graded assignment if you are absent due to circumstances beyond your control. I do not accept emailed assignments under any circumstances.

Missed Assignments: Assignments missed due to a justifiable absence (such as illness, death in the family, military orders, etc.) may be made up with appropriate documentation (e.g., doctor's note, original medical invoice, death notice, copy of military orders, etc.) **and** instructor approval. **No credit will be awarded for missed assignments due to unjustifiable absences. Students are expected to inform me of an extended absence via email in a timely manner.**

Make-ups are not permitted for scheduled assignments unless you have appropriate documentation. It is your responsibility to present this documentation WITHIN ONE CLASS PERIOD of your return from your absence; otherwise, you forfeit the right to request a make-up. I may use discretion to determine when and if a make-up assignment or quiz can be scheduled. Late work: I will accept late work on a case by case basis due to circumstances beyond a student's control only. I do not accept emailed assignments.

Electronic Devices: Electronic devices (including, but not limited to, cell phones, laptops, and tablets) are not allowed in class.

Teaching and Learning Center: The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment, and time. They are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services. www.tacoma.washington.edu/tlc/

Academic Standards/Plagiarism: All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Please see me if you have any questions. Here is an excerpt:

A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation.

For more information, please refer to the Academic Honesty: Cheating and Plagiarism document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle: <http://depts.washington.edu/grading/issue1/honesty.htm>

Library: The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see: <http://www.tacoma.washington.edu/library/>

E-mail Policy: For information regarding university email policy, see: http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

Disability Support Services: The University of Washington Tacoma is committed to making physical facilities and instructional programs more accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II or the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working], is eligible for services from DSS. To schedule an appointment with a counselor, please call (253) 692-4522. Consult the web page below for a complete description of services. http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm

Campus Safety Information: For campus safety issues, see: www.tacoma.washington.edu/safety/emergency/Emergency_plan.pdf

Escort Service: Safety Escorts are available Monday - Thursday 5:00pm - 10:30pm. They can be reached either through the duty officer or by dialing #300 from a campus phone.

In case of a fire alarm: Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

In case of an earthquake: DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web, or email.

Inclement Weather: As long as the campus is open, we will have class. If you have special circumstances that prevent you from coming to class when the campus is open, please let me know through email.

Course Schedule (subject to change)

Abbreviations:

LASS = Latin American Short Stories

A = *Aura*

HoM = *House of Mist*

C = Cortázar

B = Borges

LAE = Lit. Analysis Essay

Date	In class	Assigned Reading (to be completed after this class)
4/1	Intro to class	LASS: "Introduction" 3-22.
4/3	Latin America	LASS: "The Night Face Up" 337.
4/8	Terminology, Todorov	LASS: "How the Men Were Parted from the Women" 25, "A Maiden's Story" 29, " <i>Tocay Capac</i> , The First Inca" 31, "Plague of Ants" 34, "The Story of Pedro Serrano" 39.
4/10		LASS: , "A Deal with Juana García" 50, "He Who Listens May Hear..." 76, "Fray Gómez's Scorpion" 85, "Yzur" 111.
4/15		
4/17	"El espinazo del diablo"	Prepare rough draft I, LASS: "The Decapitated Chicken" 118, "Journey Back to the Source" 221.
4/22	Rough Draft LAE I Due, Read around	"The Legend of El Cadejo" 242, "Encarnación Mendoza's Christmas Eve" 247, "The Switchman" 312.
4/24	LAE I Due Reading Journals Due	LASS: "Meat" 327, "Unborn" 330, "Buried Statues" 406, "The Threshold" 438.
4/29		LASS: "The Doll Queen" 354, A: 1-53.
5/1		A: 55-145.
5/6		
5/8	"La teta asustada"	Prepare rough draft II, LASS: "The Tree" 233
5/13	Rough Draft Due LAE II	HoM: 3-64.
5/15	LAE II Due, Reading Journals Due	HoM: 64-156.
5/20		HoM: 156-245.
5/22		C: "Axolotl" 3, "House Taken Over" 10, "The Distances" 17, "The Continuity of the Parks" 64.
5/27		C: "Bestiary" 77, "Blow-up" 114, B: "The South" 16, "The Circular Ruins" 68.
5/29		B: "Parable of the Palace" 87, "Everything and Nothing" 115, "The Aleph" 138.
6/3		B: "The Secret Miracle" 184, Prepare rough drafts.
6/5	Rough Draft Due LAE III	
tbd	LAE III Due, Reading Journals due by 3:35	