



## La generación de 98

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### Spa 3351: Topics in the Literature of Spain

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[Class Schedule](#)  
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#### Required material:

- Azorín. *El Escritor*. Buenos Aires: Espasa-Calpe Colección Austral, 1966.
- Machado, Antonio. *Poesías Completas*. Madrid: Espasa-Calpe, 1984.
- Unamuno, Miguel de. *Abel Sanchez (Clásicos Castalia)*. Editorial Castalia, 2001.
- Valle-Inclán, Ramón del. *Luces de bohemia: Esperpento*. Madrid: Espasa, 2006.

#### Suggested Material:

- Granjel, Luis S. *Panorama de la generación del 98*. Madrid: Guadarrama [1959].
- Roberta Johnson, *Crossfire: Philosophy and the Novel in Spain, 1900-1934*. Lexington: U of Kentucky P, 1993.
- Sedgwick, Henry Dwight. *Spain: A Short History of Its Politics, Literature, and Art from Earliest Times to the Present*. Boston: Little, Brown, And Company, 1926.
- Shaw, Donald Leslie. *La generación del 98*. Madrid: Ediciones Cátedra, 1977.
- Suttnner M. Greenfield, *Ramón María del Valle-Inclán: Anatomía de un teatro problemático*. Madrid: Editorial Fundamentos, 1972.

#### Overview of course:

In this course students will gain an overview of the literary movement and genres associated with the "Generación del '98" and gain valuable insights about the Spanish culture, civilization, and literature through a careful consideration of four representative readings from this generation of writers. These readings include the work of Azorín, Antonio Machado, Miguel de Unamuno, and Valle-Inclán. During the course, students will be expected to reflect on and write about these readings in terms of their ideological, literary and socio-historic value.

## Student Learning Outcomes:

Students will:

1. Develop in-depth knowledge of “La Generacion del ’98.”
2. Develop an understanding of the cultural context surround this generation’s literary production.
3. Acquire a basic vocabulary of literary terms.
4. Become active readers.
5. Learn how to recognize the most relevant aspects of a literary text.
6. Discuss and answer focus questions related to a literary text.
7. Write informative essays or research papers in which they interpret literary and cultural phenomena.

| System of Evaluation                                                              |                         |                         |
|-----------------------------------------------------------------------------------|-------------------------|-------------------------|
| Standards of Evaluation                                                           |                         | Criteria and Weight     |
|  | Performance Description | Grade                   |
|                                                                                   | Excellent               | A                       |
|                                                                                   |                         | A-                      |
|                                                                                   | Good                    | B+                      |
|                                                                                   |                         | B                       |
|                                                                                   |                         | B-                      |
|                                                                                   | Satisfactory            | C+                      |
|                                                                                   |                         | C                       |
|                                                                                   |                         | C-                      |
|                                                                                   | Marginal                | D+                      |
|                                                                                   |                         | D                       |
|                                                                                   |                         | D-                      |
|                                                                                   | Failing                 | F                       |
|                                                                                   |                         | Percentage              |
|                                                                                   |                         | 93 > 100 %              |
|                                                                                   |                         | 90 > 92 %               |
|                                                                                   |                         | 87 > 89 %               |
|                                                                                   |                         | 83 > 86 %               |
|                                                                                   |                         | 80 > 82 %               |
|                                                                                   |                         | 77 > 79 %               |
|                                                                                   |                         | 73 > 76 %               |
|                                                                                   |                         | 70 > 72 %               |
|                                                                                   |                         | 67 > 69 %               |
|                                                                                   |                         | 63 > 66 %               |
|                                                                                   |                         | 60 > 62 %               |
|                                                                                   |                         | 0 > 59 %                |
|                                                                                   |                         | Participation.....15%   |
|                                                                                   |                         | E-Journals.....15%      |
|                                                                                   |                         | Critical Essays.....20% |
|                                                                                   |                         | Midterm Exam.....25%    |
|                                                                                   |                         | Final Exam.....25%      |

| Important Dates                                    |                                           |
|----------------------------------------------------|-------------------------------------------|
| Critical Essay 1 –October 8 <sup>th</sup> , 2009   | Midterm – October 15 <sup>th</sup> , 2009 |
| Critical Essay 2 –December 10 <sup>th</sup> , 2009 | Final –December 17 <sup>th</sup> , 2009   |

## General Education Assessment and Requirements:

Every Spanish course fulfills the General Education Distribution requirements for Group II “Languages and Literature”. Students are expected to demonstrate their communication, analytical and critical thinking, writing, and problem solving skills in this course.

Although portfolios collected from individual students are no longer the focus of the assessment process, the General Education goals have not changed and artifacts for General Education assessment will be gathered by your professor in this course.

The most conspicuous artifacts that can be drawn from this language course fulfill the “communication” category of GE competencies; for instance, your professor may video taping the Final Oral Presentation.

A composition such as the Critical Essay shows how a student is able to identify and cite reasons for his/her opinions may also be held as a Critical Thinking Artifact and may also be collected.

Likewise, a journal entry that shows a student’s investigative methods and/or procedures may also be gathered.

A copy of the Final Paper may also be collected as a Problem Solving artifact.

### **Information for Mansfield Education Students regarding PDE Standards:**

This course meets the following Pennsylvania Department of Education standards as noted on the course schedule and the class calendar has been keyed to specifically reference each standard being addressed (example, “[PDE-IA]”):

| <b>Standard</b> | <b>Short Description</b>                                                |
|-----------------|-------------------------------------------------------------------------|
| I.A.            | Interpersonal communication (Exclusively in Spanish)                    |
| I.B.            | Interpretive communication (Listening, Reading, Viewing Advanced Texts) |
| I.C.            | Presentational communication (Advanced writing and speaking)            |
| I.E.            | Culture (Perspectives, products, and practices)                         |
| I.F.            | Immersion (Literature and Cultural Symbols)                             |

### **Midterm and Final Exam:**

The Midterm and Final Exam will be accumulative exams that assess student retention and comprehension of the materials discussed in class and assigned readings. The Midterm and Final Exam typically consist of recognition, map identification, multiple choice, and short essay exercises. **They CANNOT be made up.**

### **Electronic Journal:**

In the electronic journal, students should prepare comments and notes on the assigned readings (commentary and reflection that will be used in class discussions and that fosters intellectual development). In addition, daily electronic journal entries should summarize the notes that each student takes during class and while reading at home (the suggested format is the Modified Cornell Method [ <http://faculty.mnsfld.edu/wkeeth/Modified%20Cornell%20Method.pdf> ]). The electronic journal must be written in Spanish and should include academic, emotional, creative, and intellectual comments. Journals will be turned in periodically throughout the course. **Late entries will not be accepted.**

### Critical Essays:

During the semester, each student will write two critical essays that should focus on the cultural, historical, and literary concepts covered in the course. In a critical essay, students should demonstrate a creative and analytical application of the major concepts covered in the course. The critical essays must be written in Spanish and typed in Times New Roman 12. Should a bibliographical source be cited, students must follow the MLA format guidelines. Critical essays should be at least 5 pages in length. **Late papers will not be accepted.**

### Class Participation:

Students are expected to attend every class. Any unexcused absence will result in a 15% reduction in the student's final Participation grade at the end of the semester. Any partial absence (over 15 minutes) will result in a maximum score of 2.5 for the day. Missing a class does not release a student from class obligations.

Students should keep in touch with their professor **in advance** of any excused absence. If this is not possible, they must contact the professor **no later than** the first class period after the excused absence.

Electronic submission of written work is an effective way of handing in required written work by a specified deadline, especially when a student expects to be absent.

### Conduct:

Academic honesty, the submission of original work, and student interaction is expected in this class. Any form of cheating may result in failure of the course. Additional information concerning academic honesty and the procedures your professor will use to initiate disciplinary action in cases of academic dishonesty can be found in The Mountie Manual (<http://reslife.mnsfld.edu/documents/MountieManual0708.pdf> ).

### Students with “exceptionalities”:

Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should contact Mr. William Chabala in our Counseling Center (<http://www.mansfield.edu/~counseling/>) [101 Hemlock Manor, Phone: 662-4695; [mwchabala@mnsfld.edu](mailto:mwchabala@mnsfld.edu) ]. Mr. Chabala will provide the professor with the appropriate letter and materials that will enable him to serve the student's particular needs more effectively. If a student has an exceptionality that requires class or testing accommodations, Mr. Chabala will work with the student and the professor to identify and implement appropriate interventions.