



Dr. William Keeth
Belknap 207B
wkeeth@mansfield.edu
570-662-4605 or 570-662-4581
[Class Schedule](#)
[Office Hours](#)

La generación de 98

Spa 3351: Topics in the Literature of Spain

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.
- Sumner 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 Generación 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 an active reader.
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 that interpret literary and cultural phenomena.

System of Evaluation

Standards of Evaluation



Performance Description	Grade	Percentage
Excellent	A	93 > 100 %
	A-	90 > 92 %
Good	B+	87 > 89 %
	B	83 > 86 %
	B-	80 > 82 %
Satisfactory	C+	77 > 79 %
	C	73 > 76 %
	C-	70 > 72 %
Marginal	D+	67 > 69 %
	D	63 > 66 %
	D-	60 > 62 %
Failing	F	0 > 59 %

Criteria and Weight

Participation	15%
E-Journals	15%
Critical Essays.....	20%
Midterm Exam	25%
Final Exam.....	25%

Important Dates

Critical Essay 1 - September 26 th , 2013	Midterm – October 22 nd
Critical Essay 2 - November 14 th , 2013	Final Exam – December 12 th , 2013

General Education Assessment and Requirements:

Every Spanish course is designed to help students meet the Modern Language Program Outcomes, the New General Education Learning Outcomes for Global Perspectives Option 1, Pennsylvania Department of Education’s Standards for Foreign Language study, and NCATE Proficiency Standards. The Specific Course Learning Outcomes mentioned above represent only one segment in a sequence of language courses that is designed ultimately to enable non-majors to fulfill General Education requirements and majors/minors meet program goals.

During their studies in the Spanish Program, students will progressively develop their level of skill in speaking, reading, writing, and listening in the target language, while at the same time begin to explore literary texts, their genres, literary devices, historical and cultural background, and significance for readers today. As this course has a specific literary focus, one can expect many of the literary skills and analytical tools to be honed during this course. Nevertheless, intense and in depth literary comprehension is

impossible without the fundamental reading skills and cultural recognition skills that should have been provided in each of the Spanish language courses that lead to this one.

At the professor's discretion, certain assignments may be anonymously collected during this course and used to assess student completion of any of the SLOs mentioned above. Collected items may include: (1) written exams, (2) reading assignments, (3) writing assignments, and even (4) video-taped oral presentations.

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](#)). 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.

Academic Integrity:

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Any form of cheating may result in failure of the course. (For more information concerning academic honesty and university policy, please, consult the MU [Academic Integrity Policy](#)).

The Syllabus:

This syllabus serves as a contractual agreement. Presence in this class means that you agree to the items stipulated in the syllabus and are aware of any modifications made throughout the semester. One should periodically check the course web site for any updates to the syllabus and/or class calendar.

Class records and Grades:

Oversee your grade by monitoring your progress and maintaining contact with your instructor. Any student material or record that has been returned to the student becomes the student's responsibility to maintain as a permanent record for the course. Students are responsible for picking up any materials that are made available to them or are returned in class. If a student loses these records and the professor does not have a copy of the material available, the student will receive a failing grade for the particular activity.

Students Requesting Academic or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the University's Disability Advisor in the Department of Academic and Human Development (141 South Hall, Phone: 662-4436) as soon as possible. After meeting with the Disability Advisor, s/he will send a letter identifying appropriate interventions. If you have a disability that requires classroom or testing accommodations, the advisor will also clarify appropriate arrangements in this letter.