

GRADUATE CURRICULUM CHANGE MEMO

Date: October 23, 2023

From: Dr. Sara Potter, Latin-US and Linguistics

Through: Dr. Annie Tremblay, Chair, Latin-US and Linguistics

Through: Dr. Anadeli Bencomo, Dean, College of Liberal Arts

To: Dr. Selfa Chew, Associate Dean and LACC Chair

Sara Potter
Annie Tremblay

Proposal Title: Changes in Spanish MA

The proposed changes to the Spanish MA are the following:

1. Eliminate the language requirement and thesis requirement.
2. Minor changes and clarifications to the requirements for admission.
3. Update some course names to reflect current trends & to better reflect course offerings.
4. Deactivate courses that are no longer taught or that were related to the thesis option.
5. Add four new courses that will enrich the curriculum.

Our rationale for these changes is as follows:

1. The degree plan for the MA program in Spanish as currently listed online has a three-credit language requirement that can be met by taking French, German, or Portuguese 2302 (fourth-semester undergraduate language course). We would like to remove this requirement for a number of reasons.

The language requirement is in addition to the 36 hours of coursework at the 53xx level. The requirement is often redundant as well, as most of our students have already taken intermediate-level classes in languages other than English or Spanish as undergraduates. These additional language courses create additional costs for the students. Additionally, many of our MA students continue on to PhD programs with a language requirement and their (undergraduate) language courses taken as MA students generally do not transfer. Furthermore, classes to meet the language requirement in a PhD program are included in student funding (assistantships, fellowships, etc.). Lastly, should students wish to study another language during their MA, they may be better served by studying a language other than French, German, or Portuguese, depending on their area of study.

The Spanish section would also like to eliminate the thesis option for the MA program. This is largely to ensure that students finish their degree in a timely fashion, since, historically speaking, students who choose the thesis option are the most likely to take longer than expected to graduate. Students will still carry out in-depth research through their extended research project (SPAN 5397, Seminar in Hispanic Literary Research), which they do while working closely with a member of the graduate faculty.

2. These changes are largely for greater clarity for future and current students. While we had previously asked students without a bachelor's degree in Spanish to take four 33xx-level survey courses or their equivalent at another institution, we are now simply asking that these students have 12 hours of advanced literature courses (at the 33xx and 43xx level or their equivalent at another institution) in Spanish and/or Latin American literature in order to meet admission requirements.

The deadlines are also shifted slightly later: March 15 for consideration for admittance in the fall semester and November 1 for spring admittance. (There is a typo on the website; it should say "for fall admittance" instead of "for all admittance.") This will allow students more time to submit applications while still allowing the faculty sufficient time to review the applications and make decisions.

The "(including transcripts)" is a clarification; this is not a change in requirements. We have been getting applications that do not include transcripts and think it helpful to remind the students explicitly in the checklist.

For part 3 of the Application Procedure, this too is simply to clarify a policy that is already in place - - that students who wish to be considered for a Teaching Assistantship should state their interest in and qualifications for the position in their statement of purpose.

Part 4 of the Application Procedure changes the wording of requirements for proficiency in English to better match the description on the Graduate School website.

3. Course name changes/updates: These are to reflect more current terminology (for example, Latin America instead of Spanish America) and to include the 21st century in our contemporary classes (which will in turn better reflect course content.)

4. Course deletions: These courses are being deactivated either because there is no one who can teach them or because they are connected to the thesis option that we wish to eliminate.

5. The four proposed new courses are intended to enrich the current curriculum. The first, SPAN 5311, is a course focused on graduate-level writing and research methods to meet the needs of students who have struggled with the transition from undergraduate to graduate level work. The other three, SPAN 5323, 5325, and 5345 have all been taught successfully as Special Topics Courses and will serve students much better as official courses.

CURRICULUM PROPOSAL

APPROVAL PAGE

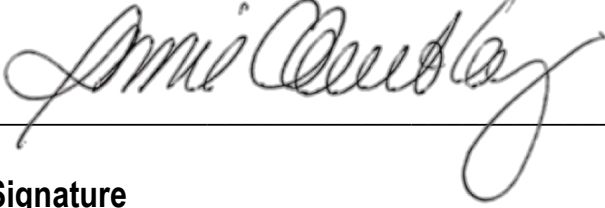
Proposal Title: Changes to Spanish MA

College: Liberal Arts

Department: Latin-US and Linguistics

DEPARTMENT CHAIR- Dr. Annie Tremblay

I have read the enclosed proposal and approve this proposal on behalf of the department.



10/23/2023

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR – Dr. Selfa Chew

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN – Dr. Anadeli Bencomo

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

Degree Plan Changes from Catalog Form

M.A. in Spanish

Admission Requirements

1. Fulfillment of all general requirements for admission to the Graduate School
2. ~~Candidates must have a bachelor's degree in Spanish or equivalent and a minimum GPA of 3.00. Students seeking admission to the program who do not have a B.A. in Spanish or equivalent must have at least 12 hours of advanced literature courses, such as survey courses in Spanish or Latin American literature. While proficiency in Spanish is a requirement for the program, such proficiency does not automatically qualify the applicant for admission into the program.~~

Deleted: Completion of four (4) upper-division undergraduate survey courses in Spanish and Spanish American literature with a grade of B or better (SPAN 3301, SPAN 3302, SPAN 3303, SPAN 3304 at UTEP, or their equivalent at other institutions).

Application Procedure

Prospective students should contact the Graduate School, as well as the Spanish graduate studies advisor. Please be aware that the Spanish program has set deadlines for applications that do not necessarily coincide with those of the Graduate School: for fall admittance, the deadline is March 15, and for spring admittance, it is November 1.

Deleted: Applicants who have not taken all such courses or who have not completed one or more of them with a grade of B or better can be granted conditional admission, and will be required to make up any deficiency by enrolling in the appropriate course(s) during their first semester. Such courses will not count toward the degree.

While proficiency in Spanish is required for the degree this does not automatically qualify the applicant for admission to the program.

Deleted: October 15

The application package should include:

1. The online application form (including transcripts);
2. Three (3) letters of recommendation from people who can comment of the candidate's academic background and potential as a graduate student;
3. A statement of purpose in Spanish explaining why the student is applying for the master's program. This letter should clearly address the student's academic and professional goals. Financial assistance is available for qualified students in the form of Teaching Assistantships. ~~Students who wish to be considered for a Teaching Assistantship should include their interest in and qualifications for the position in their statement of purpose.~~
4. For graduates of institutions outside the United States where English is not the first language, UTEP requires students to demonstrate English proficiency. Students may take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the Pearson Test of English (PTE), OR the Duolingo English Test. Please refer to the [graduate school website](#) for required scores.

Deleted: Applicants from countries where English is not the first language are required to demonstrate English proficiency. Please consult the [graduate school website](#) for required scores.

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Degree Plan

Required Credits: 36

Code	Title	Hours
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MA in Spanish (All courses require a grade of C or better)

Required Courses: (6 for non-TA, 9 for TA) 6 or 9

SPAN 5301	Spanish and Latin American Literature and Theory	3
SPAN 5311	Writing and Research in Spanish	3
LING 5308	Second Language Teaching (required only for TA option)	3

Select from the following: (21 credits) 21

SPAN 5304	The Hispanic Essay
SPAN 5314	19 th Century Latin American Literature
SPAN 5315	Latin American Modernism
SPAN 5317	20 th and 21 st Century Latin American Poetry
SPAN 5319	Latin American Short Story
SPAN 5321	20 th and 21 st Century Latin American Novel
SPAN 5323	Border Narratives
SPAN 5325	Representations of Violence in Latin America
SPAN 5332	Medieval Iberian Literature
SPAN 5341	20 th and 21 st Century Spanish Literature
SPAN 5345	Spanish and Latin American Film
SPAN 5302	Independent Study
SPAN 5303	Special Topics
SPAN 5385	Spanish Historical Linguistics
SPAN 5388	Bilingualism

Electives Area:

Select six additional hours of graduate course work (three for TAs) 3 or 6

Extended Research Project (Tesina):

SPAN 5397	Seminar in Hispanic Literary Research	3
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Total Hours 36

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The University of Texas at El Paso requests approval to change the admission criteria for their **degree program** within the **School/Department** as follows:

Description of Change [Required]. *(List only the changes being proposed.)*

Example:

- Admission Requirement #2: Students without a bachelor's degree in Spanish were previously required to take four 33xx-level survey courses or their equivalent at another institution. We are now asking that these students have 12 hours of advanced literature courses (at the 33xx and 43xx level or their equivalent at another institution) in Spanish and/or Latin American literature in order to meet admission requirements and including a minimum GPA of 3.00. We also include a reminder that, while it is a requirement to be proficient in Spanish for the program, proficiency alone does not guarantee acceptance.
- The deadlines are also shifted slightly later: March 15 for consideration for admittance in the fall semester and November 1 for spring admittance.
- Application Procedure #1: add "(including transcripts)" after "The online application form"
- Application Procedure #3: Additional sentence: "Students who wish to be considered for a Teaching Assistantship should include their interest in and qualifications for the position in their statement of purpose."
- Application Procedure #4: Change wording to "For graduates of institutions outside the United States where English is not the first language, UTEP requires students to demonstrate English proficiency. Students may take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the Pearson Test of English (PTE), OR the Duolingo English Test. Please refer to the graduate school website for required scores." (will include link to <http://catalog.utep.edu/admissions/graduate/graduate-student/>).

Rationale for Change

- Admission Requirement #2: this change is to provide more flexibility for potential applicants in terms of Spanish coursework and to establish a minimum GPA for admission. The sentence about Spanish proficiency is a clarification to emphasize that students who do not have a BA in Spanish are expected to have some background in Spanish and/or Latin American literary studies before applying to the MA program.
- The deadlines are shifted slightly later to allow students more time to submit applications while still allowing the faculty sufficient time to review the applications and make decisions.
- The "(including transcripts)" is a clarification; this is not a change in requirements. We have been getting applications that do not include transcripts and think it helpful to remind the students in the checklist.
- For part 3 of the Application Procedure, this is to clarify a policy that is already in place -- that students who wish to be considered for a Teaching Assistantship should state their interest in and qualifications for the position in their statement of purpose.
- Part 4 of the Application Procedure changes the wording of requirements for proficiency in English to be more closely aligned with the Graduate School website and to inform students which English proficiency tests they may take.

COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts
Term : Fall 2024

Department : Latin-US and Linguistics

Effective

Rationale for changing the course:

These course names are being changed to better reflect the content of the classes and to reflect more current naming practices in the field of literary criticism.

All fields below are required

Subject Prefix and number See below

Course Title

(Course descriptions are limited to 600 characters)

(Course titles are limited to 29 characters)

Change	From	To
SPAN 5301	Critical Approaches to Hispanic Literature	Spanish and Latin American Literature and Theory
SPAN 5314	19 th Century Spanish American Literature	19 th Century Latin American Literature
SPAN 5315	Premodernist and Modernist Poetry	Latin American Modernism
SPAN 5317	Postmodernist and Contemporary Poetry	20 th and 21 st Century Latin American Poetry
SPAN 5319	Spanish American Short Story	Latin American Short Story
SPAN 5321	20 th Century Spanish American Novel	20 th and 21 st Century Latin American Novel
SPAN 5332	Spanish Literature to 1500	Medieval Iberian Literature
SPAN 5341	20 th Century Spanish Literature	20 th and 21 st Century Spanish Literature

These changes will be reflected in Banner, Goldmine, and the catalog

COURSE DEACTIVATION FORM

All fields below are required

College : Liberal Arts
term : Fall 2024

Department : Latin-US and Linguistics

Effective

Rationale for deactivating the courses:

These courses are being deactivated for one of two reasons: because there is no one on the faculty left to teach them or because they correspond to the thesis option on the degree plan, which we wish to eliminate (this applies to SPAN 5398 and SPAN 5399).

Courses to be deactivated: (You may list several on the same sheet)

Course Prefix and Number	Course Title	Effective Term
Ex. POLS 2310	Introduction to Politics	Fall 2018
SPAN 5333	Golden Age Drama	Fall 2024
SPAN 5335	Cervantes	Fall 2024
SPAN 5340	The Generation of 1898	Fall 2024
SPAN 5398	Thesis	Fall 2024
SPAN 5399	Thesis	Fall 2024

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Latin-US and Linguistics

Effective Term : Fall 2024

Rationale for adding the course:

One of the biggest challenges that students face when taking a graduate seminar is the development of a good research project, particularly considering the heightened expectations at the graduate level. This course will offer students the opportunity to acquire and practice skills in research and academic writing at the beginning of the program. We believe this will better prepare students for success as they begin the MA program in Spanish.

All fields below are required

Subject Prefix and # SPAN 5311

Title (29 characters or fewer): Writing & Research in Spanish

Dept. Administrative Code : 1711

[CIP Code](#) 16.0905.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☐ UG ☒ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade C

- How many times may course be repeated to satisfy minimum grade requirement? 2

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

This course is designed to prepare students to carry out research at the graduate level. The course is designed to prepare students to write a research paper in Spanish that may lead to publication at a later time. The class will focus on academic writing and as such will emphasize fundamentals of composition, argument, critical thought, and research methods.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|---|--|
| ☒ A Lecture | ☐ H Thesis |
| ☐ B Laboratory | ☐ I Dissertation |
| ☐ C Practicum | ☐ K Lecture/Lab Combined |
| ☒ D Seminar | ☐ O Discussion or Review (Study Skills) |
| ☐ E Independent Study | ☐ P Specialized Instruction |
| ☐ F Private Lesson | ☐ Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):	Equivalent Course(s):

Restrictions:	
Classification	
Major	

Syllabus
Spanish 5311
WRITING AND RESEARCH IN SPANISH

Profesor/a:

Clase:

Oficina:

Teléfonos:

Correo electrónico:

Horas de oficina:

Descripción: Este curso está diseñado para preparar a los estudiantes a desarrollar un trabajo de investigación en español. La clase se enfocará en la competencia académica de la investigación y la escritura; para ello pondrá énfasis en los fundamentos de ortografía, la redacción, argumentación, pensamiento crítico y habilidades de investigación.

Objetivos: El propósito principal es que los estudiantes re-aprendan sus habilidades de escritura académica y sus destrezas de investigación, análisis, argumentación y composición a partir de la práctica continua. En el curso se repasarán los requisitos indispensables para que los trabajos académicos sobre literatura o productos culturales cumplan con los estándares de calidad: redacción eficaz y excelente ortografía. Para ello, los estudiantes aprenderán las reglas actualizadas del manual de citas de la *Modern Languages Association* (MLA) y las reglas gramaticales más importantes de la Real Academia Española (RAE). Para lograr este objetivo los estudiantes habrán llevado a cabo ejercicios diseñados específicamente para las partes del proyecto de investigación: introducción, desarrollo (análisis), conclusión y bibliografía.

Los objetivos del curso pretenden que el/a estudiante obtenga los siguientes resultados de aprendizaje:

- ✓ Conozca y utilice los recursos de la biblioteca relacionados con búsquedas de bibliografía académica especializada.
- ✓ Evalúe su propia escritura y los patrones de errores que comete frecuentemente.
- ✓ Exponga y pruebe el papel que tiene el pensamiento crítico en la escritura académica.
- ✓ Demuestre el uso de la lógica para construir un argumento convincente.
- ✓ Escriba una introducción persuasiva con una tesis eficaz.
- ✓ Apoye de forma lógica los argumentos con su propio análisis y con el sustento de citas dentro del texto
- ✓ Utilice notas aclaratorias y de apoyo bibliográfico
- ✓ Escriba una conclusión efectiva
- ✓ Desarrolle una bibliografía con fuentes académicas confiables
- ✓ Maneje el manual bibliográfico del MLA
- ✓ Aplique las nuevas reglas ortográficas de la RAE

Metodología: La clase consiste en un taller de escritura dentro del cual la profesora hará un repaso general de reglas básicas de acentuación, redacción y argumentación. De igual forma revisará las reglas de la última edición del manual *MLA*. Los estudiantes se encargarán de hacer los ejercicios pertinentes dentro y fuera de clase y trabajarán en la corrección de sus propios textos y de otros compañeros. Habrá discusiones sobre los proyectos finales. Como los análisis son sobre textos literarios o culturales, será importante que cuando los estudiantes lean los textos, vayan observando y preguntándose lo siguiente: ¿qué elementos encuentra para discutir?; ¿por qué los considera dignos de discusión y análisis?; ¿cuál es el tema principal de lo que lee?; ¿cómo lo desarrolla el/a autor/a?; ¿qué propone en el texto?; ¿qué propone el/a estudiante sobre el texto?; ¿qué bibliografía especializada debe utilizar?; ¿qué enfoque quiere darle al análisis –reflexión-argumentación? Asimismo, se harán lecturas de textos críticos que los estudiantes deberán discutir y señalar cuáles son los objetivos, cómo se da el desarrollo, a qué elementos de investigación recurre, cuál es la conclusión, qué tipo de bibliografía se utiliza y cuál sería la crítica que el/a estudiante tiene frente al texto crítico.

Al inicio de la clase se tendrá una sesión de información en la biblioteca, dentro de la cual, un/a bibliotecario/a informará sobre los servicios de la biblioteca, así como el apoyo de investigación.

Texto: *MLA Handbook 9th Edition*. Modern Languages Association, 2021. Además, en Blackboard se encontrarán lecturas adicionales y ejercicios.

Evaluación: La evaluación final dependerá fundamentalmente de los resultados obtenidos de la suma total de los ejercicios de escritura, del manejo apropiado del manual del MLA del trabajo final y de la participación y la asistencia.

Entrega de tareas y trabajo final a tiempo: Durante el semestre se asignarán una serie de ejercicios que culminarán con el trabajo final. Las tareas y el trabajo final se describen a continuación:

- a) **Ejercicios de escritura:** Durante el semestre el/a estudiante entregará por partes su proyecto final de investigación y el/a profesor/a irá corrigiéndolo y sugiriendo modificaciones. **Escribir un ensayo académico es un proceso que requiere que quien escribe le dedique tiempo.** Es por ello que estaremos trabajando en el proyecto desde temprano en el semestre hasta el final. Cada semana realizaremos ejercicios de escritura que guíen el trabajo final. **No se aceptarán trabajos tarde.**
- b) **Trabajo final:** El/a estudiante debe entregar un trabajo de investigación completo no menor de quince páginas y no mayor a diecisiete (sin incluir bibliografía) sobre un tema previamente aprobado por el/a profesor/a. La bibliografía debe incluir al menos 10 fuentes de libros publicados en editoriales académicas, así como artículos publicados en revistas especializadas o en sitios confiables. La calificación del trabajo tomará en cuenta el contenido (70 %) y el formato (30 %). **No se aceptarán trabajos tarde.**

Asistencia, llegadas tarde y participación: La asistencia es vital para este curso. Las faltas justificadas prolongadas necesitan tener un comprobante por escrito. En otro tipo de ausencias se requiere de un dar aviso antes de clase (resfriado, fiebre, etc.). Tres llegadas tarde se contarán como una falta. No se permitirá la entrada de ningún/a estudiante 15 minutos después de la hora, a menos que haya hablado previamente con el/a profesor/a. No se permitirán más de tres llegadas tarde continuas. Los teléfonos celulares y las computadoras se permiten únicamente para acceder a los materiales de la clase. Debido a que esta es una clase en la cual la discusión es parte integral de la metodología, se espera que los estudiantes participen.

Calificación final: La nota final consiste en la suma de lo siguiente:

Ejercicios de escritura	45%
Participación	7%
Asistencia	3%
Trabajo final	45%
Total	100%

Escala de calificaciones:

A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59 y menos

Reglamentos y políticas universitarias:

Incomplete Grade Policy:

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

***Accommodations Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Excused Absences and/or Course Drop Policy

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of **"W"** before the course drop deadline and with a grade of **"F"** after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excused absences. However, I will not drop you from the course, but if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an **"F"** for the course. A pesar de esta sugerencia universitaria, yo **NO** doy de baja a nadie a menos de que me lo pida por escrito.

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures (HOP). It includes but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Please consult the Handbook of Operating Procedures at <http://hoop.utep.edu> for the complete University policy on academic dishonesty. You may also consult with the Assistant Dean of Students at the Student Union Building West, Room 102, or by calling 747-5648.

January implementation of Texas Senate Bill 212

This new law requires and mandates employees of Texas universities to report sexual harassment, sexual assault, dating violence, and stalking incidents involving students to a Title IX Coordinator, under penalty of law and required dismissal for lack of compliance. Specific information of how contact can be made with individuals in Student Affairs is through the Title IX link (<https://www.utep.edu/titleix/>). Workshops will be available for students, faculty, and staff. Everyone is encouraged to attend.

***Guidance On Artificial Intelligence**

The use of generative AI tools such as Chat GPT is NOT permitted in this course.

In extreme cases, students must cite any borrowed content sources to comply with all applicable citation guidelines and copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution. PLAGIARISM DETECTING SOFTWARE

Some of your coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

***COURSE RESOURCES:** Where you can go for assistance:

UTEP provides a variety of student services and support:

Technology Resources · Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources · UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. ·

University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. ·

Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources. ·

History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources. ·

RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide. ·

The Miner Learning Center: Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Latin-US and Linguistics

Effective Term : Fall 2024

Rationale for adding the course:

This class is designed to enhance our focus on border-related issues in keeping with UTEP's strategic goal of leveraging our geographic location. The course has been offered successfully as a Special Topics course several times and we would like to make it part of our degree program. It is designed to be flexible so that it may be modified according to the expertise of the faculty member teaching it; the sample syllabus offered focuses on literature of northern Mexico.

All fields below are required

Subject Prefix and # SPAN 5323

Title (29 characters or fewer): Border Narratives

Dept. Administrative Code : 1711

[CIP Code](#) 16.0905.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☐ UG ☒ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade C

- How many times may course be repeated to satisfy minimum grade requirement? 2

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

The course focuses on narratives related to various borders and centers primarily on the Mexico-US border.

Keywords: northern Mexican literature

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| ☒ A | Lecture | ☐ H | Thesis |
| ☐ B | Laboratory | ☐ I | Dissertation |
| ☐ C | Practicum | ☐ K | Lecture/Lab Combined |
| ☒ D | Seminar | ☐ O | Discussion or Review (Study Skills) |
| ☐ E | Independent Study | ☐ P | Specialized Instruction |
| ☐ F | Private Lesson | ☐ Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):	Equivalent Course(s):

Restrictions:	
Classification	
Major	

Sample syllabus
SPAN 5323
BORDER NARRATIVES
(Narrativa del norte de México)

Profesor/a:

Clase:

Horas de oficina:

Oficina:

Teléfono:

Correo electrónico:

Descripción:

En este curso se analizará la narrativa de varios autores del norte de México. Asimismo, se estudiarán y discutirán textos histórico-críticos sobre la llamada "literatura de la frontera norte o literatura del norte de México". Las actividades de la clase incluyen conferencias de la profesora, presentaciones y discusiones de los estudiantes sobre las lecturas asignadas, proyectos individuales y en grupo así como presentaciones orales de los estudiantes.

Los objetivos principales del curso pretenden que el estudiante obtenga los siguientes resultados de aprendizaje:

- Conozca diferentes opiniones y teorías sobre la llamada literatura del norte o literatura de la frontera norte de México
- Lea textos representativos de la narrativa del norte de México
- Reconozca las principales características de esta literatura regional
- Identifique las estrategias narrativas y los temas de los autores incluidos en el curso
- Desarrolle habilidades de análisis y estrategias de lectura que le permitan tener acercamientos críticos y un mejor entendimiento de los textos.
- Mejore sus capacidades de comunicación a través de las discusiones en clase, las lecturas asignadas, los trabajos escritos y las presentaciones orales
- Practique y mejore en cuatro habilidades diferentes: comprensión y comunicación oral; comunicación oral y escrita; gramática y escritura.

Requisitos de la clase (actividades y metodología):

1) Lectura obligatoria de los materiales asignados: Se requiere que todas las semanas los estudiantes hayan leído previamente los materiales asignados en el calendario para discutirlos en la clase. ***Es necesario que los estudiantes lleven sus materiales de lectura a clase.***

2) Participación: Se espera la participación activa de los estudiantes. La participación consiste en presentar sus puntos de vista sobre las lecturas establecidas en el seminario. Las discusiones también pueden ser sobre algún tema de actualidad **relacionado con las lecturas del curso**, o sus reflexiones con sus reacciones sobre las lecturas ("*response papers*"). Se trata de una discusión donde participen todos y no que una sola persona monopolice la conversación.

3) "Periodic papers": Durante el semestre se requiere que los estudiantes escriban una crítica formal de las lecturas **de un mínimo de 1000 y un máximo de 1500 palabras**. El formato debe estar de acuerdo con la 9ª edición del MLA cuya liga se encuentra en la página principal del curso en *Blackboard*. texto. **No se admitirán trabajos tarde** y se podrá excusar solamente un trabajo. A estos ensayos críticos se les asignará una calificación y constituirá la mayor parte de la evaluación.

El "*response paper*" debe contener un análisis somero del texto en el que se hable de la temática, el uso del lenguaje, las estrategias narrativas, el punto de vista narrativo, las características de la literatura del norte que se presentan en él (si las hay). También se deben desarrollar dos ideas relevantes que se manifiesten en el texto que formen parte de la visión de mundo del autor. No vuelva

a escribir la historia; sólo inscriba los puntos relevantes y sus implicaciones. En *Blackboard* se encuentra una rúbrica que servirá de guía para el análisis. Asimismo, he puesto un par de ligas con sugerencias de cómo escribir un “response paper” en general, y cómo preparar uno para un artículo. Hay un total de 10 *response papers* a entregar y cada trabajo equivale a 6 puntos.

4) “Response de artículo” El primer día de clase se sorteará un artículo académico sobre la literatura del norte o de la frontera norte. Le estudiante tendrá que presentar un “response de artículo” de forma oral y escrita. El response debe tener un máximo de 1000 palabras y ha de responder a las preguntas que aparecen en Blackboard.

5) Presentación individual: Se asignará a cada estudiante un cuento adicional a las lecturas del día para exponer en clase. La exposición debe incluir un resumen del cuento y un breve análisis. La exposición y las preguntas no deben exceder 15 minutos. La maestra tomará el tiempo y cortará una vez que el cronómetro marque el tiempo dedicado a esta actividad.

6) Primer trabajo escrito: Se espera un primer trabajo crítico/propuesta por escrito de 5 a 7 páginas en el que se articule el análisis de un texto que **NO** hayamos visto en el seminario. También se pueden incluir escritor/es no estudiados que se consideren dentro de la literatura del norte. El ensayo marcará la pauta de un análisis más largo que se presentará al final del semestre. En una reunión privada con cada estudiante discutiremos la hipótesis y el enfoque para avanzar el desarrollo del trabajo final. Se definirán el o los objetivos, la hipótesis y la bibliografía crítica.

7) Presentación oral: Tendremos un “Coloquio de fin de semestre”. En este coloquio les estudiantes harán una presentación oral basada en sus proyectos de investigación. La presentación debe durar un máximo de **15 minutos**. Trataremos de simular el ambiente de una conferencia académica dentro de la cual presentarán los resultados de la investigación. Para la presentación se debe utilizar un “power point” y explicar los puntos importantes, **siempre dentro del tiempo señalado**. La proyección debe incluir el análisis organizado que refleje las ideas principales y les autores críticos seleccionados para su trabajo final. La calificación de sus presentaciones se basará en qué tan bien enfocados estuvieron sus argumentos, la claridad de la presentación, y la percepción que se tuvo, así como la articulación que se haga con respecto a las preguntas y al diálogo con el público (ver rúbrica sobre la presentación oral).

8) Trabajo final: Se espera que se entregue un ensayo final de no menos de 5000 palabras más bibliografía (a doble espacio Times New Roman 12 pts. Márgenes de 1 pulgada por lado) que presente una interpretación crítica de algún texto o autore **No** estudiado en clase que se haya elegido y presentado con anticipación a la profesora. Éste es el proyecto que se empezó a elaborar previamente en el “primer trabajo escrito”. El ensayo deberá incluir al menos cinco textos críticos que sostengan el análisis. Su trabajo debe reunir lo siguiente:

- a) Contar con un título que enmarque el contenido del análisis
- b) Utilizar los procedimientos de la 8ª edición del manual del MLA para trabajos de investigación que requiere:
 - referencias bibliográficas dentro del texto;
 - referencias completas en orden alfabético en la sección de bibliografía o de “obra citada”;
 - notas de fin de página. En los casos de las citas textuales deben incluirse los números de las páginas que se tomaron.
- c) El análisis deberá tener introducción, hipótesis o tesis, objetivo, el desarrollo o defensa del objetivo (con citas que apoyen el argumento tanto externas como de los textos) y conclusiones generales.
- d) Los trabajos que no cuenten con lo anterior se tendrán que rehacer antes de calificarse.
- e) **No se aceptará ningún trabajo tarde** a menos que se haya solicitado autorización de la profesora y sea por una circunstancia extraordinaria

Textos requeridos:

- ✓ Selección de lecturas que la profesora tiene en Blackboard y que las/os estudiantes deberán leer y llevar a clase para su discusión. Además, las siguientes novelas que puede bajar de Scribd, Goodreads, comprar como e-book, ordenar en línea o acceder vía blackboard. En el caso de las novelas que están en blackboard en formato pdf, la profesora obtuvo permiso de los autores para hacerlo o se encontraban en sitios de acceso libre. Por ello, en ningún caso se violó el derecho de autore.
- Jesús Gardea. **Soñar la guerra** México, D.F.: Oasis, 1984 ISBN: 9686052925. PQ7298.17.A734 S6 1984 <https://www.scribd.com/document/320399508/Sonar-La-Guerra-Jesus-Gardea>
- Luis Humberto Crosthwaite, **El Gran pretender** Fondo Editorial Tierra Adentro, 1992 ISBN 9682946409 PQ7298.13.R67 G73 1992 <https://www.scribd.com/doc/285486342/el-gran-pretender-de-Luis-Humberto-Crosthwaite-pdf>
- Rosina Conde **La Genara** Consejo Nacional para la Cultura y las Artes, 1998. ISBN-10: 970181147X <http://thedanceplex.com/La-Genara--or--cRosina-Conde/8/jgdeje>
- Rosario Sanmiguel **Árboles o apuntes de viaje** Relámpagos en el Pantano Editores/ Universidad Autónoma de Ciudad Juárez, 2007. ISBN 978-9689-3030-22 (en Blackboard)
- Sylvia Aguilar Zéleny **Todo eso es yo** Instituto Tamaulipeco para la Cultura y las Artes, 2016 ISBN978-607-8452-25-5. Se puede acceder en Scibid, comprarlo directamente en la editorial o en <https://www.goodreads.com/book/show/30840782-todo-eso-es-yo>.
- Patricia Laurent **La gigante**, Editorial Tusquets, 2015 ISBN 9786074216776 e-book Amazon <https://www.amazon.com/giganta-Spanish-Patricia-Laurent-Kullick-ebook/dp/B00U1RUI6S>
- Heriberto Yépez **Tijuanologías** Universidad Autónoma de Baja California / Libros del Umbral, 2006 ISBN 968-5115-xx-x [https:// tijuanologias_1999_2006.pdf](https://tijuanologias_1999_2006.pdf) (en Blackboard)
- Julián Herbert **Canción de tumba**. Penguin Random House Grupo Editorial España, 2011 ISBN 8439725655, 9788439725657 <https://libros-gratis.com/ebooks/cancion-de-tumba-julian-herbert/> también en Kindle edition https://www.amazon.com/Canci%C3%B3n-de-tumba-Spanish-Juli%C3%A1n-Herbert-book/dp/B006FHKYAS/ref=sr_1_2?ie=UTF8&qid=1502141304&sr=8-2&keywords=julian+herbert
- Orfa Alarcón, **Perra brava**, Planeta, 2010 ISBN 6070703405, 9786070703409 <https://www.casadellibro.com/ebook-perra-brava-ebook/9786070719141/2208241> o también en https://mediafaze.com/joinnow/step1.php?data1=30082&data2=2171345690.513860.877098c1ee.19757.0a385510865e122210723feba121c3aa&data3=unknown&data4=pc&a_aid=MhB&a_bid=b7920773
- Eduardo Antonio Parra "Nadie los vio salir" <https://idoc.pub/download/eduardo-antonio-parra-nadie-los-vio-salir-q6ng63kzv14v>
- Willivaldo Delgadillo, **Garabato** Samsara Editorial, 2015 ISBN 978-970-94-2914-5 (En blackboard)

Asistencia, llegadas tarde y participación: La asistencia es vital para este curso. Las faltas justificadas prolongadas necesitan tener un comprobante por escrito. En otro tipo de ausencias se requiere de un dar aviso antes de clase (resfriado, fiebre, etc.). Tres llegadas tarde se contarán como una falta. No se permitirá la entrada de ningún/a estudiante 15 minutos después de la hora, a menos que haya hablado previamente con el/a profesor/a. No se permitirán más de tres llegadas tarde continuas. Los teléfonos celulares y las computadoras se permiten únicamente para acceder a los materiales de la clase. Debido a que esta es una clase en la cual la discusión es parte integral de la metodología, se espera que los estudiantes participen.

Evaluación: La evaluación final dependerá fundamentalmente de los resultados obtenidos de la suma total de los “response papers”, de un reporte oral, de un trabajo escrito (preliminar), de un trabajo final y de la participación de calidad y la asistencia.

Calificación final: La nota final consiste en la suma de lo siguiente:

10 “response papers”	60%
1 análisis individual	4%
1 reporte oral	6%
1 reporte de artículo	5%
1 trabajo escrito (parcial)	7%
1 trabajo final	15%
Participación	3%
Total	100%

Escala de calificaciones:

A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59 y menos

Nota aclaratoria: El contenido de algunas lecturas requiere amplio criterio ya que toca temas tabú o controversiales. Si E/la estudiante se considera sensible a temas como incesto, sexualidades alternativas, violencia, críticas contra el patriarcado, la religión o palabras altisonantes se le recomienda pensarlo antes de continuar.

Reglamentos y políticas universitarias:

Incomplete Grade Policy:

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

***Accommodations Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Excused Absences and/or Course Drop Policy

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “**W**” before the course drop deadline and with a grade of “**F**” after the course drop deadline.” See academic regulations in the UTEP Undergraduate

Catalog for a list of excuse absences. However, I will not drop you from the course, but if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course. A pesar de esta sugerencia universitaria, yo **NO** doy de baja a nadie a menos de que me lo pida por escrito.

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures (HOP). It includes but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Please consult the Handbook of Operating Procedures at <http://hoop.utep.edu> for the complete University policy on academic dishonesty. You may also consult with the Assistant Dean of Students at the Student Union Building West, Room 102, or by calling 747-5648.

January implementation of Texas Senate Bill 212

This new law requires and mandates employees of Texas universities to report sexual harassment, sexual assault, dating violence, and stalking incidents involving students to a Title IX Coordinator, under penalty of law and required dismissal for lack of compliance. Specific information of how contact can be made with individuals in Student Affairs is through the Title IX link (<https://www.utep.edu/titleix/>). Workshops will be available for students, faculty, and staff. Everyone is encouraged to attend.

***Guidance On Artificial Intelligence**

The use of generative AI tools such as Chat GPT is NOT permitted in this course.

In extreme cases, students must cite any borrowed content sources to comply with all applicable citation guidelines and copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution. PLAGIARISM DETECTING SOFTWARE

Some of your coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

***COURSE RESOURCES:** Where you can go for assistance:

UTEP provides a variety of student services and support:

Technology Resources · Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources · UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. ·

University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. ·

Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources. ·

History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources. ·

RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide. ·

The Miner Learning Center: Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.

UTEP Edge: UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources · Student Success Help Desk (SSHD): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources may submit a ticket request assistance to studentsuccess@utep.edu ·

Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.

Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships. ·

Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments. ·

UTEP Food Pantry: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

Calendario

Fecha	Obra o actividad	Responsable
23 de agosto Sesión 1	Introducción: Syllabus y discusión inicial Ensayos sobre literatura del norte	Profra. y grupo
30 de agosto Sesión 2	Artículos sobre literatura del norte	Profra. y grupo
6 de septiembre	Suspensión de labores	
13 Sesión 3	Jesús Gardea Gerardo Cornejo	Profra. y grupo
20 Sesión 4	Luis Humberto Crosthwaite Gerardo Cornejo	Profra. y grupo
27 Sesión 5	Rosario Sanmiguel Rafa Saavedra y Marcos Rodríguez Leija	Profra. y grupo
4 de octubre Sesión 6	Rosina Conde Olga Fresnillo	Profra. y grupo
11 Sesión 7	Eduardo Antonio Parra Daniel Sada	Profra. y grupo
18 Sesión 8	Sylvia Aguilar Zéleny Magolo Cárdenas	Profra. y grupo
25 Sesión 10	Heriberto Yépez Orlando Ortiz	Profra. y grupo
1 de noviembre Sesión 11	Patricia Laurent Liliana Blum	Profra. y grupo
8 Sesión 12	Julián Herbert Guillermo Lavín	Profra. y grupo
15 Sesión 13	Orfa Alarcón Cristina Rivera Garza	Profra. y grupo
22 Sesión 14	Willivaldo Delgadillo Arminé Arjona	Profra. y grupo
29 Sesión 15	Reflexiones finales	Profra. y grupo
6 final Sesión 16	Presentaciones y entrega de trabajo final	Individual y Profra. y grupo

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Languages and Linguistics

Effective Term : Fall 2024

Rationale for adding the course:

This course has been taught every year as a Special Topics course for the past four years. It has had excellent enrollment, not only from graduate students in Spanish but also from MAIS, LABS, Women Studies, and Creative Writing.

All fields below are required

Subject Prefix and # SPAN 5325

Title (29 characters or fewer): Rep of Violence in Lat Am

Dept. Administrative Code : 1711

[CIP Code](#) 16.0905.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☐ UG ☒ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade **0** C

- How many times may course be repeated to satisfy minimum grade requirement? 2

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and keywords (600 characters maximum):

This course analyzes representations of violence in Latin American literature, popular culture, film, media, and political discourses. Topics may include constructions of citizenship, victimhood, authority, and geographical space. Although the main focus of the course is Ciudad Juárez, Mexico, it may also address other parts of Latin America.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|---|---|
| ☒ A Lecture | ☐ H Thesis |
| ☐ B Laboratory | ☐ I Dissertation |

- ☐ C Practicum
☒ D Seminar
☐ E Independent Study
☐ F Private Lesson

- ☐ K Lecture/Lab Combined
☐ O Discussion or Review (Study Skills)
☐ P Specialized Instruction
☐ Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	

SPAN 5325
REPRESENTATIONS OF VIOLENCE IN LATIN AMERICA

Narrativas sobre violencia y feminicidio en textos culturales

Profesor/a:

Clase:

Horas de oficina:

Oficina:

Teléfono:

Correo electrónico:

Descripción:

En este curso se hará un análisis multidisciplinario de diversas narrativas sobre el feminicidio en Ciudad Juárez, así como sobre otros tipos de violencia en América Latina, Estados Unidos y España (Estado, guerrilla, narcotráfico, migración, racismo, exilio, etc.). Se utilizarán como apoyo teórico en feminicidio los textos feministas de Julia Monárrez y Rita Laura Segato, así como otros textos sobre violencia de las/os investigadores María Jesús Izquierdo, Michel Foucault, Giorgio Agambem, Antonio Negri y otros. Asimismo, se utilizarán propuestas teóricas desde el análisis del discurso. Las narrativas del feminicidio comprenden textos culturales como novelas, películas, campañas publicitarias, reportes periodísticos y gubernamentales, discursos de autoridades mexicanas y textos críticos. En particular se estudiarán varias representaciones del feminicidio en la producción cultural, política y social sobre este acontecimiento que empezó en la última década del siglo XX y cuya huella perdura hasta nuestros días. Las narrativas de violencia básicamente se centrarán en películas y artículos o reseñas sobre ellas. Las actividades de la clase incluyen conferencias por parte de la profesora, presentaciones y discusiones de las/os estudiantes sobre las lecturas asignadas, proyectos individuales y presentaciones orales de los/as estudiantes.

Los objetivos del curso pretenden que el/a estudiante obtenga los siguientes resultados de aprendizaje:

- Conozca el feminicidio, particularmente el de Ciudad Juárez y su impacto en la sociedad desde una perspectiva multidisciplinaria
- Evalúe y analice diversas narrativas del feminicidio en Ciudad Juárez a través de diversos textos.
- Examine cuáles son las narrativas que ella o él tiene al respecto y de qué manera se proyecta en los trabajos que presentarán a lo largo del seminario.
- Reflexione sobre la construcción discursiva del problema a través de diversos artefactos culturales y discorra su impacto en la misma producción cultural y social.
- Reconozca diversos tipos de violencia a través del cine y ubique los contextos históricos, políticos y sociales y reflexione su impacto en la sociedad contemporánea.
- Conozca los principales teóricos de la biopolítica y examine las películas con base en sus teorías.
- Desarrolle habilidades de análisis y estrategias de lectura que le permitan tener acercamientos críticos y un mejor entendimiento de las representaciones sobre el feminicidio y otras formas de violencia en América Latina.
- Mejore sus habilidades de comunicación. Las discusiones en clase, las lecturas asignadas, los trabajos escritos, las películas y las presentaciones orales le permitirán mejorar su práctica en cuatro habilidades diferentes: comprensión, comunicación oral; gramática y escritura.

Para lograr los objetivos, se recurre a bibliografía especializada sobre la problemática. Con esta información se considera que el/a estudiante podrá reflexionar críticamente sobre la violencia y el feminicidio y tendrá más herramientas para comprender la serie de factores que involucran dichos fenómenos sociales.

Requisitos de la clase (actividades y metodología)

1) Lectura obligatoria de los materiales asignados: Se requiere que todas las semanas las/os estudiantes hayan leído previamente los materiales asignados en el calendario para discutirlos en el aula. **Es necesario que las/os estudiantes tengan a la mano sus materiales de lectura ya sea impresos o en sus aparatos electrónicos durante la clase.**

2) Participación en clase: Se espera la participación de las/os estudiantes. La participación consiste en presentar sus puntos de vista sobre las lecturas o las películas leídas o vistas en el seminario. Las discusiones

también pueden ser sobre algún tema de actualidad relacionado con las lecturas del curso, o sus propias reflexiones y sus reacciones sobre las lecturas (“response papers”). Se solicita no monopolizar las intervenciones y permitir que todas/os las/os compañeras/os participen.

3) “Response papers”: Durante el semestre se requiere que escriban una crítica formal de las lecturas de no menos de 2 páginas y no más de 4 a espacio 1.5 (Times New Roman 12 pts.). Los días señalados en el calendario se deberán entregar estos trabajos llamados “response papers”. El/a estudiante deberá seguir las instrucciones o la rúbrica con respecto a lo que debe enfatizar en su respuesta. A estos trabajos críticos se les asignará una calificación y constituirá parte de la evaluación final. Deberán entregarlos impresos, enviarlos el día de la sesión y subirlos a Blackboard. **No se admitirán trabajos tarde** a menos que las circunstancias sean extraordinarias (hospitalización, emergencia). Estos casos se deben tratar en privado con e/la profesor/a. Para la información debe contar con su nombre, el número de la clase, el de response y un título acorde a la lectura. (Ver ejemplo)

La crítica debe tener dos partes. En las dos primeras páginas (aproximadamente) deberá hablar de la **eficacia y trascendencia o alcance** (*scope*) del argumento del texto –qué intenta hacer el/a autor/a y cómo lo hace-. Es un resumen del argumento en donde se demuestre que comprendió lo que plantea en el texto o material asignado (objetivos específicos). No reescriba la historia o el ensayo; sólo inscriba los puntos relevantes y sus implicaciones. En la tercera página haga una valoración personal. En ambas secciones ocúpese no sólo de ver qué es lo que dice el material leído, sino qué es lo que hace el/a autor/a; qué **movimientos** tiene, cómo se desarrolla y si se contrapone o está de acuerdo con otros materiales leídos o vistos dentro o fuera de la clase.

4) Primer trabajo escrito: Se espera un primer trabajo crítico. Éste debe ser una propuesta por escrito de entre 5 y 7 páginas en el que se articule algún tema o problema de interés para el/a estudiante en relación con algún texto sobre el feminicidio (de preferencia en Ciudad Juárez) u otra forma de violencia que **NO** hayamos visto en el seminario. El tema deberá incluir algún problema de representación. En el ensayo se definirán los objetivos, la hipótesis y la bibliografía crítica, y se presentarán los avances. Los textos para estudiar pueden ser obras de arte, documentales, novelas, cuentos, poemas, canciones, etc., y pueden estar en español o en inglés. Esta última opción sólo incluye a las/os estudiantes de otros programas de maestría ajenos al de español, y que consideran que su expresión escrita es mejor en inglés. Este trabajo marcará la pauta de un ensayo más extenso que se presentará al final del semestre. En una reunión privada con cada estudiante discutiremos cómo va la propuesta y hacia dónde se enfocará el análisis final.

5) Presentación oral: Tendremos un “Coloquio de fin de semestre” el 1º y el 8 de mayo. En él se les pedirá a las/os estudiantes que hagan una presentación oral con base en sus proyectos de investigación. La presentación debe durar un máximo de **15 minutos**. Trataremos de simular el ambiente de una conferencia académica dentro de la cual presentarán los resultados de la investigación. Se sugiere llevar una presentación visual (“*power point*”) y explicar los puntos importantes, siempre dentro del tiempo asignado. Si se prefiere, puede llevar el ensayo escrito y leerlo. En este caso, se debe recordar que **NO** habrá tiempo para leer el trabajo final y tendrá que hacer una reducción aproximada a 7 u 8 páginas. Para esta actividad se requiere que se haya hecho un análisis organizado y se incluyan las ideas principales y los/as autores/as críticos seleccionados para su trabajo final. La calificación de sus presentaciones se basará en qué tan bien enfocados estuvieron sus argumentos, la claridad de la presentación, las pruebas (ejemplos) que se proporcionaron y la percepción que se tuvo, así como la articulación que se haga con respecto a las preguntas y al diálogo con el público.

6) Trabajo final: Se espera que se entregue un ensayo/artículo final, de entre 13 y 15 páginas completas de texto (a doble espacio) que presente una interpretación crítica de algún texto, película, campaña publicitaria, o algún otro material de su interés sobre el tema de la violencia o el feminicidio (de preferencia en Ciudad Juárez) que se haya elegido con anticipación y presentado a la profesora. Éste es el proyecto que se elaboró previamente en el “primer trabajo escrito”. El ensayo deberá incluir al menos cuatro textos críticos que sostengan el análisis. La bibliografía debe estar fuera de las páginas de texto. Su trabajo debe reunir lo siguiente:

- a) Respetar el formato para trabajos de investigación del MLA. (ver instrucciones en Blackboard)
- b) Utilizar los procedimientos de la 9ª edición del manual del MLA para trabajos de investigación que requiere:
 - ✓ referencias bibliográficas dentro del texto;
 - ✓ referencias completas en orden alfabético en la sección de bibliografía o de “obra citada”;
 - ✓ notas aclaratorias de fin de página. En los casos de las citas deben incluirse los números de las páginas que se tomaron.
- c) Para el análisis de los textos deberá contar con un título que enmarque el contenido del análisis. Asimismo, habrá de contar con una introducción, una hipótesis o tesis, objetivo(s) que se va(n) a tratar,

el desarrollo o defensa del objetivo (con citas que apoyen su argumento tanto externas como de los textos a analizar) y conclusiones generales.

- d) Los trabajos que no cuenten con todo lo anterior se tendrán que rehacer antes de calificarlos.
- e) No se aceptará ningún trabajo tarde a menos que se haya solicitado autorización de la profesora y sea por una circunstancia extraordinaria
- f) **El fallo en la entrega del trabajo final causará una “F” automática, aunque individualmente el trabajo valga el 30% de la calificación final.**

Textos requeridos:

- ✓ Gaspar de Alba, Alicia. *Sangre en el Desierto*. Houston: Arte Público Press, 2008.
- ✓ Lemke, Thomas. *Introducción a la biopolítica*. Trad. Lyidia Tirado Zedillo. México: Fondo de Cultura Económica, 2017 (en Blackboard)
- ✓ Monárrez Fragoso, Julia. *Trama de una injusticia. Feminicidio sexual sistémico en Ciudad Juárez*; México: El Colegio de la Frontera Norte-Miguel Ángel Porrúa, 2008 (en Blackboard)
<http://libreria.colef.mx/detalle.aspx?id=7342>
- ✓ Washington Valdez, Diana. *La Cosecha de Mujeres: Safari en el desierto mexicano*. México: Editorial Océano, 2005.
- ✓ Selección de lecturas que la profesora tiene en Blackboard y que las/os estudiantes deberán leer e imprimir previo a la clase o traer en dispositivos electrónicos para su discusión.

Asistencia, llegadas tarde y participación: La asistencia es vital para este curso. Las faltas justificadas prolongadas necesitan tener un comprobante por escrito. En otro tipo de ausencias se requiere de un dar aviso antes de clase (resfriado, fiebre, etc.). Tres llegadas tarde se contarán como una falta. No se permitirá la entrada de ningún/a estudiante 15 minutos después de la hora, a menos que haya hablado previamente con el/a profesor/a. No se permitirán más de tres llegadas tarde continuas. Los teléfonos celulares y las computadoras se permiten únicamente para acceder a los materiales de la clase. Debido a que esta es una clase en la cual la discusión es parte integral de la metodología, se espera que los estudiantes participen

Evaluación: La evaluación final dependerá fundamentalmente de los resultados obtenidos de la suma total de los “response papers”, de un reporte oral, de un trabajo escrito (preliminar), de un trabajo final y de la participación de calidad y la asistencia.

Calificación final: La nota final consiste en la suma de lo siguiente:

8 “response papers”	56%
1 reporte oral	10%
1 trabajo escrito	8%
1 trabajo final	18%
Participación	6%
Asistencia	2%
Total	100%

Escala de calificaciones:

A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59 y menos

Notas aclaratorias:

El contenido de algunas lecturas requiere amplio criterio ya que toca temas tabúes o controversiales. Si E/la estudiante se considera sensible a temas como incesto, sexualidades alternativas, violencia, críticas contra el patriarcado, la religión o palabras altisonantes se le recomienda pensarlo antes de continuar.

Netiquette/Copyright Statement:

Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and professors only. You are not allowed to copy documents and paste them to a publicly accessible website, blog, or other space. All materials used in this course are protected by copyright law. The course materials are only for the use of

students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Reglamentos y políticas universitarias:

Incomplete Grade Policy:

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

***Accommodations Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Excused Absences and/or Course Drop Policy

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. However, I will not drop you from the course, but if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course. *A pesar de esta sugerencia universitaria, yo NO doy de baja a nadie a menos de que me lo pida por escrito.*

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures (HOP). It includes but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Please consult the Handbook of Operating Procedures at <http://hoop.utep.edu> for the complete University policy on academic dishonesty. You may also consult with the Assistant Dean of Students at the Student Union Building West, Room 102, or by calling 747-5648.

Accommodations for students with disabilities

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass

January implementation of Texas Senate Bill 212

This new law requires and mandates employees of Texas universities to report sexual harassment, sexual assault, dating violence, and stalking incidents involving students to a Title IX Coordinator, under penalty of law and required dismissal for lack of compliance. Specific information of how contact can be made with individuals in Student Affairs is through the Title IX link (<https://www.utep.edu/titleix/>). Workshops will be available for students, faculty, and staff. Everyone is encouraged to attend.

***Guidance On Artificial Intelligence**

The use of generative AI tools such as Chat GPT is NOT permitted in this course.

In extreme cases, students must cite any borrowed content sources to comply with all applicable citation guidelines and copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution. **PLAGIARISM DETECTING SOFTWARE**

Some of your coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

***COURSE RESOURCES:** Where you can go for assistance:

UTEP provides a variety of student services and support:

Technology Resources · Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources · UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. ·

University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. ·

Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources. ·

History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources. ·

RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide. ·

The Miner Learning Center: Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses. ·

UTEP Edge: UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources · Student Success Help Desk (SSHD): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources may submit a ticket request assistance to studentsuccess@utep.edu ·

Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.

Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships. ·

Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments. ·

UTEP Food Pantry: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

Women's and Gender Studies Statements

Diversity and Inclusion:

Women's and Gender Studies supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our program must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's race, ethnicity, nationality, culture, gender, gender identity, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of our program. All our faculty and staff

are responsible for promoting inclusive spaces for all, including students with children and breastfeeding mothers. While a Women's and Gender Studies student, you will be given an equitable opportunity to contribute and succeed. The diversity of lived experiences and knowledge that you bring to our courses are considered a resource, strength, and benefit. Thank you for the diversity you bring to our program!

Policy on Children in Class: It is our belief that if we want diversity in academia, we should also expect parents and children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus a reflection of Women's and Gender Studies' commitment to students, staff, and faculty parents. *If you are breastfeeding or are the guardian of a child, feel free to bring them to class if there is a gap in childcare. You may sit near the door, and we understand if you must step out occasionally to meet their needs.*

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors their identities. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official UTEP records, please let me know.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

NOTA: Las declaraciones para les estudiantes del Programa de Estudios de la Mujer y Género, aplican para las y los alumnos de cualquiera de las clases que se conjuntan con Español 5325 este semestre.

CALENDARIO

Semana 1	23 Introducción al curso. ¿Qué es el feminicidio y cómo se dan las estructuras de violencia en Ciudad Juárez? Lecturas: Rita Laura Segato "¿Qué es un feminicidio?" en Belausteguigoitia pp. 35-48 y Julia Monárrez Fragoso <i>Trama de una injusticia</i> . Capítulos 1-3 hasta la sección "La memoria" <i>Blackboard</i>
Semana 2	Voces críticas. Terminar discusión de Rita Laura Segato y de Monárrez Fragoso: capítulo 3 hasta "La memoria" Response paper sobre Monárrez y Segato. Ver coincidencias o diferencias
Semana 3	Primeras manifestaciones escritas; construcciones de las víctimas y análisis del discurso: Lectura: Tabuenca "Baile de fantasmas al final/principio del milenio". Response paper sobre Tabuenca Introducción al análisis del discurso (Concentrarse en las propuestas específicas objetivos y metodología) Textos de Norman Fairclough y Teun Van Dijk en <i>Blackboard</i>
Semana 4	Periodismo Testimonial en EEUU. Lectura: Washington: <i>Cosecha de Mujeres</i> pp. 1-142 (Disponible en Thriftbooks, como libro electrónico en Scribd, o en Kindle o libro impreso en Amazon)
Semana 5	Periodismo Testimonial en EEUU. Lectura: Washington: <i>Cosecha de Mujeres</i> pp. 143-283. Response paper de todo el texto de Washington-Valdez
Semana 6	Novelando el feminicidio en EEUU. Lectura: Gaspar de Alba <i>Sangre en el desierto</i> pp. 1-117 (Disponible como libro en Amazon, y Arte Público Press; como libro electrónico pdf en Scribd o como pdf en Blackboard)
Semana 7	Novelando el feminicidio en EEUU. Lectura: Gaspar de Alba <i>Sangre en el desierto</i> pp. 178-355. Response paper de todo el texto
Semana 8	Arjona, Conde, Solís – Response paper 3 en 1 (3 autoras en 1 response)
Semana 9	Película y discusión: <i>La boca del lobo</i> (1988) <i>Lecturas:</i> Soft Power y poder soberano / Concepto de soberanía / Intro. a la biopolítica 17-19 y 24-33 Entrega de avances / bosquejo de trabajo final
Semana 10	Película y discusión: <i>Voces inocentes</i> (2004) Response paper 2 en 1 (2 películas 1 response) <i>Incluir comentarios con los conceptos de las lecturas</i>
Semana 11	Película y discusión: <i>Miss Bala</i> (2011). <i>En Thomas Lemke, capítulo III. El gobierno del ser vivo: Michel Foucault pp. 44-60. Response paper sólo capítulo de Foucault. Opcional para crédito extra.</i>
Semana 12	Película y discusión: <i>La noche de 12 años</i> . (2018) <i>Lectura: En Thomas Lemke, capítulo IV. El poder soberano y la «nuda vida»: Giorgio Agamben pp.62-73</i>
Semana 13	Película y discusión: <i>Adú</i> (2020). <i>Lectura: En Thomas Lemke, capítulo V. Capitalismo y multitud viva: Michael Hardt y Antonio Negri Response paper 2 en 1 (2 películas 1 response)</i> <i>Incluir comentarios con los conceptos de las lecturas Opcional para crédito extra.</i>
Semana 14	Película y discusión: <i>Ruido</i> (2022) <i>Lectura: En Thomas Lemke, capítulo VI. Desaparición y transformación de la política pp. 84-95. Ver la película en casa antes de clase. Disponible en Netflix</i>
Semana 15	Presentaciones orales y entrega de proyectos finales.

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Languages and Linguistics

Effective Term : Fall 2024

Rationale for adding the course:

At present, there is no regular course offered in film studies in Spain and Latin America in the department, though we have offered them as Special Topics courses. As film plays a fundamental role in Latin American and Spanish artistic and cultural production, this is an important addition to our MA course listings.

All fields below are required

Subject Prefix and # SPAN 5345

Title (29 characters or fewer): Spanish & Latin American Film

Dept. Administrative Code : 1711

[CIP Code](#) 16.0905.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☐ UG ☒ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade C

- How many times may course be repeated to satisfy minimum grade requirement? 2

How many times may the course be taken for credit? (Please indicate 1-9 times): 2

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and keywords (600 characters maximum):

This course offers an exploration of the rich world of Latin American and Spanish cinema. It will look to film as a point of entry into cultures, geographies, and aesthetic conversations in Spain and Latin America, including Brazil. May be repeated once for credit as topics change.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☒ A Lecture ☐ H Thesis

- | | |
|---|--|
| ☐ B Laboratory | ☐ I Dissertation |
| ☐ C Practicum | ☐ K Lecture/Lab Combined |
| ☒ D Seminar | ☐ O Discussion or Review (Study Skills) |
| ☐ E Independent Study | ☐ P Specialized Instruction |
| ☐ F Private Lesson | ☐ Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):	Equivalent Course(s):

Restrictions:

Spanish 5345: Spanish and Latin American Film
Sample Syllabus: Neoliberalism in Latin American Film

Fall 20xx

Professor:

Class:

Office:

Campus Mailbox:

Phone:

Email:

Office Hours:

Texts: All texts will be posted on Blackboard or otherwise made available online or in the UTEP library.* It is your responsibility to obtain these texts and to read them carefully before each class. If there are any problems finding a text, or with the format, *please* let me know immediately. Showing up to class and informing me that the text could not be found is not acceptable. This is particularly important since our primary texts are films, and (except for when we will screen a film in class), it is essential to watch each film at least twice in order to be fully prepared for each class.

A note on Swank Digital Campus: Some of our films will be available through Swank Digital movies, a service provided through the UTEP library. Further information may be found here: <http://libguides.utep.edu/content.php?pid=394474&sid=3285110>

IMPORTANT: In order to use this service, your computer must have Microsoft Silverlight downloaded onto it (a free download that is compatible with PCs and Macs). At this time, this service is not available for iPads, iPhones, or other tablets, so please plan accordingly. The website to download Silverlight is here as well as on the library page: www.microsoft.com/getsilverlight/.

Texts:

- David Harvey, *A Brief History of Neoliberalism* (in English or Spanish)
- Timothy Corrigan, *A Short Guide to Writing about Film* (8th edition is fine, and significantly cheaper than the 9th)
- Eds. Michael T. Martin and Ana M. López, *New Latin American Cinema, Vol. 1: Theories, Practices, and Transcontinental Articulations*, ISBN 0814325858 (NLAC in the calendar)

Films:

We will be watching them in chronological order to get a feel for the progression of treatment of issues of neoliberalism in a variety of countries and genres. Some will be made available to stream through Blackboard (on Swank); others are on Amazon Movie, iTunes, Hulu, Netflix or another streaming service, some are on YouTube, and still others must be screened in class. All films are subtitled in English or Spanish.

1. Miss Universo en Perú (Peru, Grupo Chaski, 1982) (YouTube, DVD (library))
2. ¡Vampiros en la Habana! (Cuba, dir. Padrón, 1985) (YouTube)*
3. La nación clandestina (Bolivia, Sanjinés, 1987) (YouTube)
4. Solo con tu pareja (Mexico, dir. Cuarón, 1992) (Amazon Movie (free w/Prime))
5. Estação Central (Brazil, dir. Salles, 1998) (YouTube)
6. Nueve reinas (Argentina, dir. Bielinsky, 2000) (YouTube)
7. Amores perros (Mexico, dir. Alejandro González Iñárritu, 2000) (Amazon Video, YouTube)
8. Cidade de Deus (Brazil, dirs. Meirelles & Lund, 2002) (Netflix, Swank, Amazon Video)
9. El baño del Papa (Uruguay/Brazil/France, dirs. Charlone & Fernandez, 2007) (Swank)
10. La teta asustada (Perú, dir. Claudia Llosa, 2009) (DVD)
11. También la lluvia (Spain/Bolivia, dir. Bollaín, 2010) (Netflix)
12. Juan de los muertos (Cuba, dir. Burgués, 2012) (DVD, Amazon Movie)
13. ¿Qué le dijiste a Dios? (Mexico, dir. Suárez, 2014) (DVD)
14. Ixcánul (Guatemala, dir. Jayro Bustamante, 2015) (Netflix, Amazon, YouTube, iTunes)

Course Description: This course explores issues of neoliberalism and its impact in various Latin American countries through various film genres and styles: documentary, comedy, horror, science fiction, musical theater, action, animation, etc. We will be reading on theories of neoliberalism on a global and continental scale as well as exploring elements of viewing, analyzing, and writing about film in a rigorously intellectual fashion, as the requirements of the medium differ somewhat from written narrative.

Course Objectives: Students will have a basic understanding of the theories, history, and historical/political/economic impact of neoliberalism in Latin America and beyond, as well as an awareness of the debates that surround this complicated term. Students will also acquire the necessary tools and knowledge to view a film academically, as they will demonstrate through readings of film theory, in-class participation, and written work ranging from an exercise of a few pages in length to a longer, more in-depth research paper.

Attendance, Late Arrivals, and Participation:

Attendance is extremely important in a class of this nature, as is punctuality. For these sixteen weeks, we are forming a community of readers, writers, and thinkers, and as such it is important to be present. Part of this attendance grade involves a short and informal one-on-one meeting with me during the first three weeks of class (that is, by _____). I am more than happy to work with your schedules to make this possible, as these meetings are a place for you to tell me about yourself, your studies and interests, your expectations, hopes, and/or concerns for the class, and so forth.

Grade Distribution

- | | |
|---------------------------------|------------------------------|
| • Attendance and Participation: | 15% |
| • In-class Presentations | 35% |
| • Short Essays: | 30% (15% each with rewrites) |
| • Final Research Essay: | 20% |

Participation means that you are awake, pay attention to the lecture/discussion, and contribute to class discussion by coming prepared (with your texts and with the homework/reading complete), asking relevant and productive questions about the readings, engaging with and thoughtfully responding to other students, and participating actively in small group work. It is important to me to create an environment in which we are ‘comfortable being uncomfortable;’ that is, in which it is safe to take intellectual risks and to explore new or difficult or uncomfortable ideas.

In-Class Presentations: Each student will lead discussion on one of the theoretical or secondary texts about the film at hand. Further details will be given during the first week of class.

Essays and Final Paper: You will write two short (4-6 pp., 1000-1500 words) essays that are close readings of at least one (but no more than two) films from the syllabus. Each essay must be rewritten, since the process of editing and rewriting is essential to becoming a good academic writer (or any kind of writer). Instead of a final exam, you will prepare a longer and more rigorous research essay of 12-16 pp. (3000-4000 words, not including footnotes or bibliography) that must include at least one film from the syllabus but may also include other films that you have seen and would like to incorporate in your analysis. Further details on each of the papers will be distributed shortly via email and Bb.

Attendance policy: Attendance is particularly important in a class that only meets once a week. If you are absent an excessive number of times during the drop period—two consecutive absences or three sporadic ones—from the first day after the end of late registration (____) through the last day for faculty to drop students (____), you risk being dropped from the course. I will not do this without contacting you first; students who simply stop coming to class will *not* be automatically dropped but will earn an F in the course. Once the last day for faculty to drop students has passed, your course grade will drop two percentage points per absence once you have reached three absences. (3 absences is 2% off; 4 absences is 4% off, etc.)

Academic Dishonesty

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures (HOP). It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents another persons' words or ideas as ones' own. This most frequently happens when someone quotes part of a text written by someone else, either verbatim or paraphrased, without proper citation. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Please consult the Handbook of Operating Procedures (admin.utep.edu/hoop/) for the complete university policy on academic dishonesty. You may also consult with Dr. Catie McCorry-Andalis, the Assistant Dean of Students, by calling 915-747-5648 or emailing cmandalis@utep.edu.

Accommodations and Support Services: The staff of the Center for Accommodation and Support Services (Union East Building Room 106) coordinates accommodations and services for UTEP students with special needs. If you have a disability and have not contacted them, please do so immediately. Phone: (915) 747-5148; email: cass@utep.edu. Please also see me privately in regard to this course to make any necessary arrangements.

Course Calendar:

NB: Calendar is subject to change. If it does, there will be ample notice via in-class announcements and email. Unless specifically indicated otherwise, the assignments listed are to be completed *before* the beginning of that class period.

Semana 1

Introducción al curso, revisar el prontuario, expectativas del curso, actividades de conocimiento, ¿qué es el neoliberalismo y cómo se aplica a un curso de cine?, mirar y comentar *Miss Universo en Perú* (hablar del grupo Chasqui)

Semana 2:

Película: *¡Vampiros en la Habana!* (en clase)*

Para leer (*antes* de llegar a clase):

- NLAC, Gutiérrez Alea, pp. 108-34
- Harvey pp. 1-38 (inglés) o 7-43 (español) (Introducción + Cap. 1)
- Paquita Armas Fonseca: “Juan Padrón y los dibujos animados: Un humor más que blanco...transparente”, *Chasqui* 48 (abril 1994): 61-64. (Bb)

Semana 3

Película: *La nación clandestina* (en casa: <https://www.youtube.com/watch?v=SgQPLBFf3FQ>)

Leer:

- Towards A of Third Cinema, Solanas & Getino (English or Spanish)
- Harvey, Cap. 3, pp. 65-86: ¿Cómo se dialogan (o no) los elementos del neoliberalismo que ha presentado Harvey con las películas que hemos visto hasta ahora? ¿Cómo se define el estado neoliberal en teoría y en práctica, y qué elementos de este estado vemos (o no) en la Bolivia de Sanjinés?

****Hablar del Ensayo 1****

Semana 4

Película: *Solo con tu pareja* (en casa; disponible gratis en Amazon Prime (con subtítulos) y en YouTube (sin subtítulos y de baja calidad))

Leer:

- Sánchez Prado, “El sublime neoliberal: amor y temporalidad en el cine mexicano del capitalism tardío”, pp. 293-310.
- Harvey Cap. 4, pp. 87-119
- Corrigan Cap. 4, pp. 83-107 (Ejercicios 1 y 2 sobre *Solo con tu pareja* (**para entregar en forma impresa al principio de la clase**))

Semana 5

Película: *Estação Central* (en casa: en YouTube como *Central do Brasil*:

(<https://www.youtube.com/watch?v=LzlamJXfllM>))

Leer:

- Tompkins, “The Paradoxical Effect of the Documentary in Walter Salles’s *Central do Brasil*, pp. 9-26.
- Corrigan, Cap. 5, 108-125.

****Taller de escritura: Ensayo 1. Traer dos (2) copias impresas de la primera versión del Ensayo 1 (la versión COMPLETA, desde la introducción a la conclusión).** Los consejos de Corrigan en las pp. 123-125 son muy útiles, más la hoja sobre lo que es (y no es) una tesis en Bb. Vamos a dedicar la 2a mitad de la clase al taller.

Semana 6

***Entregar Ensayo 1: versión del taller + hojas del taller + revisión**

Película: *Nueve reinas*

Leer:

- Ros, “Electoral normality, social abnormality : Nueve reinas/Nine Queens paradigm and reformulated Argentine cinema, 1989-2001”
- Shaw, “Playing Hollywood at Its Own Game? Bielinski’s *Nueve reinas*”, 67-86.

Semana 7

Película: *Amores Perros*

- Laura Podalsky, “Affecting Legacies: Historical Memory and Contemporary Structures of Feeling in *Madagascar* and *Amores Perros*”
- Sánchez Prado, “Amores perros: Violencia exótica y miedo neoliberal”

Semana 8

Película: *Cidade de Deus* (en casa: Swank, Netflix, Amazon Video (gratis en Prime))

Leer:

- Walter Benjamin, “Critique of Violence” (en inglés o en español)
- Glauber Rocha, “An Aesthetic of Hunger” (en inglés o en español)
- Beatriz Jaguaribe, “Favelas and the Aesthetics of Realism: Representations in Film and Literature”

Recibir correcciones del Ensayo 1, versión 1

Semana 9

****Entregar la 2a revisión del Ensayo 1, junto con todas las hojas y versiones anteriores****

Hablar del Ensayo 2

Película: *El baño del papa* (en casa (Swank))

Leer:

- Marina Moguillansky, “Lugares comunes. Acerca de la figuración de espacios identitarios en el cine del Mercosur”, 20 pp.
- Revisar Harvey Cap. 3

Semana 10

Película: *La teta asustada* (en clase)

Leer:

- Monette, Marie-Eve. “Negociaciones entre la cultura andina y la cultura urbana limeña en *Madeinusa* y *La teta asustada* de Claudia Llosa”. *Nuevo Mundo Mundos Nuevos* (2013)
- Meditations on Imperfect Cinema, García Espinosa

Semana 11

Película: *También la lluvia* (en casa: Netflix o en reserva en DVD en la biblio)

- Stephanie Dennison, “Debunking neo-imperialism or reaffirming neo-colonialism? The representation of Latin America in recent co-productions”
- Ilana Dann Luna, “*También la lluvia*: Of Coproductions and Re-Encounters, a Re-Vision of the Colonial”

****Entregar todas las versiones del Ensayo 2**—hojas del taller, la primera versión y la revisión
Hablar del ensayo final

Semana 12

Película: *Juan de los muertos* (en clase)

Leer:

- Sandra Casanova-Viscaíno, “Terror y horror en el cine contemporáneo del Caribe”
- Jean Comaroff and John Comaroff, “Alien-Nation: Zombies, Immigrants, and Millennial Capitalism”
- Harvey Cap. 7, pp. 183-206

Recibir las correcciones del Ensayo 2

****Entregar la propuesta para el ensayo final:** película(s), enfoque, tesis y bibliografía tentative (1-2 pp. más bibliografía)

Semana 13

Película: *¿Qué le dijiste a Dios?* (en clase)

- Artículos y lecturas TBA

Recibir las propuestas revisadas con mis correcciones y sugerencias

Semana 14

Película: *Ixcánul* (en clase)

- Artículos y lecturas TBA

Semana 15:

Taller de escritura: Ensayo final

Semana 16: Entrega del ensayo final: lunes 9 de mayo, 7:00-9:45pm