

ESPAÑOL 493–El cuento y cine negro español SPRING 2024

2:00-2:13 M/W CCC 305

Profesor: Renée Craig-Odders
Oficina: 407 del CCC
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Horas de asesoría: T R: 12:00-12:50

COURSE MATERIALS:

Redondo, Dolores. *El guardián invisible*. Planeta, Booket, 2012. ISBN: 978-8423350995

Villar, Domingo. *La playa de los ahogados*. Planeta, Debosillo, 2015. ISBN: 978-8499892764

OBJETIVOS:

1. Estudiar el desarrollo del género policíaco a través del enfoque en la literatura negra (cuento y novela) y el cine negro.
2. Adquirir conocimiento general de algunos sucesos importantes en la historia española y entender la influencia de ellos en el género negro/policíaco.
3. Aumentar el conocimiento de la cultura, incluso el idioma, las tradiciones, la comida y la mitología de unas regiones específicas de España (el País Vasco / Euskadi, Galicia).
4. Mejorar las habilidades de escuchar, hablar, leer y escribir español.

LOS REQUISITOS DEL CURSO:

1. Asistencia: Se espera que el estudiante no falte a la clase. La participación activa en clase constituye una parte importante de la nota final. Si por circunstancias excepcionales no se puede asistir a las clases, es la responsabilidad del estudiante entregar la tarea de ese día por Canvas y enterarse de la tarea para la próxima clase (de un compañero de clase o de Canvas para esta clase) y prepararse para la próxima clase.
2. La preparación y la tarea:
 - a. Leer las lecturas asignadas para ese día y estar listo(a) para discutirlos.
 - b. Preparar tareas diarias y entregarlas por medio de Canvas (comentando temas/ideas asignados, preguntas para pensar para poder conversar en clase, información adicional (artículos, datos) para compartir con la clase, etc.)
3. Preparar/hacer dos presentaciones breves orales en clase a lo largo del semestre (de 8-10 minutos):

Investigar dos temas asignados a lo largo del semestre (uno sobre los autores / directores representativos, y otro sobre un tema cultural asociado con la lectura y preparar una presentación visual y un resumen oral para la clase.
4. Preparar y presentar un informe/presentación oral final de unos 10-12 minutos sobre un tema asociado con una de las novelas que le interese.

LOS COMPONENTES DEL CURSO:

Su nota final va a ser basada en los siguientes componentes descritos arriba y representada por un porcentaje según el gráfico abajo.

1.	La asistencia y la participación diaria	20%
2.	Tarea	30%
3.	Presentaciones breves	30%
4.	Presentación final	20%

EL SISTEMA DE CALIFICACIÓN:

A	=	94-100	C	=	74-76
A-	=	90-93	C-	=	70-73
B+	=	87-89	D+	=	67-69
B	=	84-86	D	=	64-66
B-	=	80-83	D-	=	60-63
C+	=	77-79	F	=	00-59

Inclusivity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you may indicate the name that you prefer to be called and identify pronouns with which you would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

Spanish is a grammatically gendered language; all nouns are arbitrarily assigned a gender and articles and adjectives must agree with that gender. In the interest of inclusivity, gender neutral language is becoming more common. Please see [this link](#) for a discussion of this topic and some options:

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. All incomplete course assignments must be completed prior to the end of the next academic semester.

Inform Me of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact me as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility

to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

EL CALENDARIO TENTATIVO* DE CLASE: (*Las fechas pueden cambiar)

<u>Semana</u>	<u>Día</u>	<u>Lectura/tema tentativa(o)</u>
1	22 de enero 24 de enero	Introducción Introducción al género negro Panorama histórico del género negro en España. Cuento: Alicia Giménez Bartlett – “La voz de la sangre”
2	29 de enero 31 de feb.	AGB – “La voz de la sangre,” Cuento: Cristina Fallarás, “Yo pago, tú lo otro” Cuento: María Antonia Oliver, “¿Dónde estás Mónica?” Cine: O sabor das margaridas
3	5 de feb. 7 de feb	Cuentos: Isabel Franc, “Sin tratamiento de cortesía” Rosa Ribas, “Angelitos negros” Lorenzo Silva, cuentos de <i>Tantos lobos</i> Cine: O sabor das margaridas
4	12 de feb. 14 de feb.	Novela: Dolores Redondo <i>El guardián invisible</i> – cap 1-8 Cine: O sabor das margaridas

5	19 de feb. 21 de feb.	Novela: <i>El guardián invisible</i> – cap 9-16 cine: O sabor das margaridas
6	26 de feb 28 de feb	Novela: <i>El guardián invisible</i> – cap 17-24 cine: O sabor das margaridas
7	4 de mar. 6 de mar.	Novela: <i>El guardián invisible</i> – cap 25-30 Cine: O sabor das margaridas
8	11 de mar. 13 de mar	Novela: <i>El guardián invisible</i> – cap 31-36 Cine: El guardián invisible
9	16-24 de mar.	SPRING BREAK
10	25 de mar 27 de mar.	Novela: <i>El guardián invisible</i> – cap 37-43 Cine: El guardián invisible
11	1 de abr. 3 de abr.	Novela: <i>La playa de los ahogados</i> – 11-44 Novela: <i>La playa de los ahogados</i> – 46-85
12	8 de abr. 10 de abr.	Novela: <i>La playa de los ahogados</i> – 86-136 Novela: <i>La playa de los ahogados</i> – 137-168
13	15 de abr. 17 de abr.	Novela: <i>La playa de los ahogados</i> – 168-198 Novela: <i>La playa de los ahogados</i> – 199-241
14	22 de abr. 24 de abr.	Novela: <i>La playa de los ahogados</i> – 242-283 Novela: <i>La playa de los ahogados</i> – 284-315
15	29 de abr. 1 de mayo	Novela: <i>La playa de los ahogados</i> – 316-348 Novela: <i>La playa de los ahogados</i> – 349-382
16	6 de mayo 8 de mayo	Novela: <i>La playa de los ahogados</i> – 383-415 Novela: <i>La playa de los ahogados</i> - 415-445