

**MCLG 315: Major Hispanic Authors and Their Times**  
**Isabel Allende**  
**Fall 2019**  
**Taught in English**

**Professor Clary Loisel**  
**Liberal Arts 428**  
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**Telephone: 243-2720**

**Course Meeting Times: TR 11:00-12:20**  
**Classroom: LA 243**  
**Office Hours: T/R 8:30-9:30 and**  
**12:20 to 12:50 by appointment)**

This course is one of the elective classes that counts towards the Major and the Minor in Women's, Gender, and Sexuality Studies. If you enjoy this course and would like to know more about the Women's, Gender, and Sexuality Studies Program, please drop by the office, LA 138A-B, or visit the Women's, Gender and Sexuality Studies website <http://hs.umt.edu/wgss/>

This course also counts towards a minor in Latin American Studies. Please contact Professor María Bustos-Fernández ([maria.bustos@mso.umt.edu](mailto:maria.bustos@mso.umt.edu)) if you are interested in pursuing a minor in Latin American Studies. You may also check out the website: <http://hs.umt.edu/las/>

Should you ever need help with advising for Spanish courses, you can consult Ms. Olivia White, Professional Advisor II. LA 133B. 406-243-2603.  
[Olivia.White@mso.umt.edu](mailto:Olivia.White@mso.umt.edu)

**Announcement from the Provost:**

**All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.**

**All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>**

If you are a student with a disability and wish to discuss reasonable accommodations for this course, please contact me immediately via an office visit to discuss the specific course accommodations you wish to request. Please be advised that I request you to provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at [www.umt.edu/dss/](http://www.umt.edu/dss/).

To help the Spanish Section with the planning of future course offerings **we require that all students** fill out this survey the first week of classes:

<https://goo.gl/forms/DC3VXaTiKoQk0ev53>

**Required Texts:** (available in the UM Bookstore in the UC or on-line)

*My Imagined Country*

*House of the Sprints*

*Of Love and Shadows*

*Eva Luna*

I will e-mail you supplementary readings when appropriate.

**Required Movies:** *Machuca, Missing*. Each film is available at the Mansfield Library and is on reserve for this course. Please ask for the movie at the Circulation Desk. You will have to watch the movie in the library to make sure it is available to as many students as possible. You may certainly rent these movies from a local store and view them at home, or if you can find them on-line, you may watch them on your computer at your leisure.

**Two Additional Films available at the library: They are NOT required.** *House of the Sprints* and *Of Love and Shadows*

Please don't forget to check out Isabel Allende's webpage. It contains information about her life and work, including published books, and videos of speeches and interviews that she has given.

**Required Materials: A pack of 3 X 5 index cards**

**Course Description/Objectives:** This course is designed to teach you about Isabel Allende, one of Latin America's most important writers. You will read short biographies as well as several of her most early significant literary works. You will also read critical material that analyzes her literary achievements. To understand how her works are products of their times, you will also study certain aspects of Chilean/Latin American history from roughly 1970-1990. The course will also help you to read and write more critically and to analyze and interpret literature at the 300 (college) level.

**Outcomes:**

After this course, students can expect to have acquired the following:

- 1) an understanding of who Isabel Allende is and why she is so noteworthy within in Spanish-American literature and especially Chilean literature as well as Latin American history.
- 2) a thorough knowledge of several of her most important literary works including a sense of their historical and social underpinnings
- 3) some familiarity with modern literary criticism, especially feminism
- 4) the ability to read Allende's works and to place them in the trajectory of the Western tradition with a comprehension of the work's
  - a) treatment of characters, characterization, setting, time, narrative technique/point of view, themes, symbols, motifs, and enigma

- b) presentation of pertinent social issues (e.g., marginalization, the limits of human knowledge, self-understanding, social institutions, attitudes toward gender, praise/blame, the rational vs. irrational, etc.)
- 5) the ability to present an academic assessment or critique of Allende's works, as well as the accompanying literary criticism, in both oral and written form.

**Assessment: The course is structured so that the student regularly receives feedback so that (s)he can achieve the stated outcomes. Progress toward the stated outcomes is assessed using the following criteria:**

Attendance, Active Preparation/Participation:	10%
Reading quizzes:	15%
Response Cards:	10%
Two Six-Page Papers (each with four-page rewrites)	50%
Creative Project (Playlist):	15%

**Grading Scale:**

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

**Attendance:** Consistent attendance is essential to acquire the skills needed to read, analyze, and write better. Students are responsible for class work and assignments they miss. Please get the phone number and e-mail address from at least two of your classmates during the first week of classes. If you are absent, do not call me and ask me what you missed. Please contact one or more of your colleagues.

**Index Cards: Preparation/Participation:** Before coming to class, you are expected to study thoroughly the reading assignment for the next class. You should be able to discuss intelligently each day's homework. A satisfactory participation and preparation grade assumes that you come to class each day prepared to actively engage in all class activities. You will have the responsibility of reading the literature on your own before we discuss it in class so that class time can be used to answer questions and to develop critical approaches. At times a second reading will be necessary. Please bring a response card completely filled out each day to help facilitate discussion. Please see the handout "Response Card Guidelines." To solidify a high grade for participation/preparation, I would like to encourage you to volunteer to discuss any of the literary selections we will read.

**Reading quizzes:** To help motivate you to keep up with the reading, I will give short reading quizzes that will be primarily objective in nature. **There are no make-up quizzes.** If you miss a quiz, whatever grade you make on the final exam will substitute for the missing grade(s).

**Papers:** You **MUST** turn in your papers on the days specified: **October 1** and **November 2**. Unless you present a **COMPLETED** paper on those dates, the highest grade you can earn on that paper is a 70. There will be two six-page compositions during the semester. What you write about will closely parallel the material we have just covered in class. All versions will be typed (12 point Times New Roman font with one inch margins) and double-spaced. After I mark and return each of the first two compositions, you will do a rewrite for the two six-page compositions but must reduce them to four pages, which will force you to rethink and carefully reedit your paper, especially by fine-tuning your thesis. Be sure to use spell-check and grammar check. The first numerical marking counts for 65% of the total grade for that composition; the revised version (the rewrite) counts for 35% of the total grade for that composition. For example, if a student earns an “87” on the first six-page and receives a “95” on the rewrite, the final grade for that composition would be a “90.” (“87” x .65 = 56.55; “95” x .35 = 33.25; 56.55 + 33.25= 89.8 rounded up to 90).

The first six-page composition does not have to have any outside sources. You can include sources if you choose, but you are not required to do so.

The second composition **MUST** have exactly **TWO** academic sources. Wikipedia and www articles **CANNOT** be used as a source. Please remember you will rewrite this composition by condensing it to four pages with a separate “Works Cited” page that will include the same two sources you used in the preliminary version. You may cite different passages in the rewrite, but you must use the same two academic sources.

**Paper One:** You must turn in your first six-paper on **October 1**. Once I have marked this version of your composition, I will return it to you, and you will then rewrite your paper by reducing the original version to four pages. This four-page rewrite is due on **October 15**. To accept a late rewrite, I **MUST** have a **documented, verifiable** excuse. Otherwise, your grade for the entire composition will be a zero. No exceptions. As you know, your grade for “paper one” will be calculated as explained above (65% for the first version and 35% for the rewrite).

**Paper Two:** You will turn in a completed draft of your second six-page paper (not including the “Works Cited” page) on **November 7**. Remember this paper **MUST** have exactly **TWO** sources, which will appear in the “Works Cited” page. We will follow the same procedure as before. You will then reduce your six-page paper to four pages and turn it in on **November 21**.

Here are some helpful links that should help you with your writing and with your literary analysis:

Google: How to write a thesis statement. Remember: a thesis statement must be debatable and controversial.

Dartmouth Writing Program:

[www.dartmouth.edu/~writing/materilas/student/humantieis/film.shtml](http://www.dartmouth.edu/~writing/materilas/student/humantieis/film.shtml)

How to Analyze Narrative:

[www.writingcenter.tamu.edu/2005/how-to/academic/analyzing-novels-short-stories](http://www.writingcenter.tamu.edu/2005/how-to/academic/analyzing-novels-short-stories)

You can always Google “How to analyze a novel.”

You might be interested to know you can also find helpful YouTube videos. Type “How to Analyze a Novel.”

The Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit now. Visit often. We’re ready when you are. [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter). Be sure to use the Writing and Public Speaking Center!

### **Grading Criteria for papers:**

“A” papers and exams advance a striking and original hypothesis about the text or texts under consideration and support that hypothesis by ample and well-organized arguments. Documentation consists of well chosen quotations from the text; these in their turn are interpreted carefully and persuasively, so that the reader not only understands why they have been introduced but is persuaded that they have been rightly used; optional secondary (i.e., critical and /or biographical) materials should also be quoted at appropriate moments--and footnoted--and their relevance to the argument made clear. BUT: even should all these criteria be met, no paper or exam which contains numerous grammatical, vocabulary, and/or mechanical errors will receive an A. My general response to a paper that deserves an A is that it has been extremely well written. It should demonstrate stylistic complexities and even “linguistic elegance.” An A paper or exam has shown me something I had previously overlooked and convinced me that I can no longer afford to ignore it.

“B” papers or exams, while somewhat less striking in their novelty and brilliance than those which receive an A, are nevertheless *significantly* above average, both in the manner in which they are written and in what they have to say. They advance an interesting and highly plausible though often somewhat less sophisticated hypothesis and support it convincingly with carefully interpreted quotations from appropriate sources.

“C” papers or exams are *average* in quality. They offer plausible but simplistic hypothesis and are less skillful in presenting the necessary supporting evidence. Often the logic of the paper or exam as a whole is imperfect or somewhat unclear: paragraphs do not flow smoothly into one another, thus leaving the reader startled by a point for which there has not been sufficient preparation. Individual sentences contain grammatical and mechanical flaws as well as inappropriate or misused word and are generally undistinguished.

“D” papers or exams treat the text or texts only superficially. They create the impression that the writer has not grasped his or her subject fully: statements are so

general as to be merely vague, and there is little or no supporting evidence; quotations are frequently taken out of context, misinterpreted, and poorly integrated. “D” papers or exams are also very poorly organized: paragraphs are out of sequence, as are many of the sentences within them. Grammatical and mechanical errors are numerous.

“F” A grade of “F” means that the paper or exam is considered to be unacceptable as the work of a student who has presumably taken the prerequisite for this course. It indicates an almost total failure on the writer’s part to comprehend his or her subject and an almost total lack of attention to the writing of the paper or exam itself. Sentences seem to have been set down at random, grammatically incorrect sentences outnumber those that are correct, and paragraph breaks and transitions seem entirely arbitrary.

**Final Project:** During the time normally scheduled for the final exam, we will meet so that you can turn in your “Playlist Project” and orally present parts of it. Each student will have eight minutes depending on how many students are in the class. You will receive a copy of the assignment with an explanation early in the course.

**Cell Phone Notice:** You do not have to turn off your cell phone completely. You are, however, **REQUIRED** to put in on mute or vibrate. If your phone “rings” in any manner, (i.e. a song, etc.), I will ask you to leave class immediately. You will receive a five-point deduction from your course grade (which is only known after you complete the final exam) for each incident. In other words, should you bring your cell phone to class and it goes off and your course grade at the end of the semester is 92, I will deduct five points leaving you with an 87. Should the incident happen again, I will deduct another five points, and so on. It’s a shame that I have to do this, but there have been so many cases of cell phones going off in my class, I have decided to try to put an end to it.

**Content Warning:** This course deals with several difficult topics, including gender-based violence and sexual assault. I will not take attendance during the discussions about Gendered Violence. All you need to do is send me an email stating that you are unable to attend class on that day. No details are needed. There are other topics in this class that may also trigger difficult memories for you. You should feel free to talk to me about any issues you have with the topics we are discussing and ask for excused absences.

### **Tentative Calendar:**

- Aug. 27: Introduction to the course  
29: My Invented Country. Discussion questions for “Country of Longitudinal Essences”
- Sept. 3: My Invented Country. My Invented Country: Discussion Questions

5: My Invented Country

10: My Invented Country

12: Guest Speaker

17: My Invented Country. General Questions

19: Movie: Machuca

24: House of the Spirits. Chapter by Chapter Questions.

26: House of the Spirits

Oct. 1: **Paper I due.** (6 pages) House of the Spirits

3: House of the Spirits

8: House of the Spirits

10: House of the Spirits

15: **Rewrite of Paper I due (4 pages)** House of the Spirits. General Questions

17: Movie: Missing

22: Of Love and Shadows.

24: Of Love and Shadows

29: Of Love and Shadows. Summary

31: Of Love and Shadows. Article on *Of Love and Shadows*

Nov. 5: Of Love and Shadows. General Questions

7: **Paper II due (6 pages)** Eva Luna

12: Eva Luna

14: Eva Luna

19: Eva Luna

21: **Rewrite of Paper II due (4 pages)** Eva Luna

26: Eva Luna. Eva Luna Discussion Questions: 9-End

28: **No class. Thanksgiving Day**

Dec. 3: Eva Luna. Discussion Questions. General Questions. Quiz on Eva Luna

5: Evaluations. Final commentaries. Preparation for the Final Project

**Final Exam: Friday, December 13, 2019 from 10:10 AM-12:20 PM. Please make travel plans accordingly as I cannot give you an "early" final.**

**Grade Sheet**  
**MCLG 315. Fall 2019**

**Student:** \_\_\_\_\_

**I. Attendance/Preparation/Active Participation: (10%)** \_\_\_\_\_

\_\_\_\_\_

**II. Quizzes: (15%)** \_\_\_\_\_

\_\_\_\_\_

**III. Response Cards: (10%)** \_\_\_\_\_

\_\_\_\_\_

**III. Papers: (50%)**

**Paper One: (25%)**

Six-page version: \_\_\_\_ X .65 = \_\_\_\_

Four-page rewrite: \_\_\_\_ X .35 = \_\_\_\_

\_\_\_\_ X .25 =

\_\_\_\_\_

**Paper Two: (25%)**

Six-page version: \_\_\_\_ X .65 = \_\_\_\_

Four-page rewrite: \_\_\_\_ X .35 = \_\_\_\_

\_\_\_\_ X .25 =

\_\_\_\_\_

**IV. Final Exam Project (Playlist): (15%)**

\_\_\_\_\_

**Cell Phone Penalty?**

\_\_\_\_\_

**Numerical Grade:**

\_\_\_\_\_

**Course Grade:**

\_\_\_\_\_