Course description: The objective of this course is to explore the work of Caribbean, Latin American and Spanish writers and artists in New York in the nineteenth and twentieth centuries: José María Heredia, José Martí, Federico García Lorca, Pablo Picasso, Salvador Dalí; Julia de Burgos, Manuel Ramos Otero, José Moreno Villa, Josep Pla, and Reinaldo Arenas. In addition, in this course we will study Pablo Picasso’s Guernica in the context of the years the mural was at the Museum of Modern Art of New York (1943-1981); Dalí’s solo show at New York’s Julien Levy Gallery as well as Jack Bond’s documentary film Dalí in New York. Conducted in Spanish.

In this course students will be introduced to the ANALYSIS of major literary texts (poetry and short story) and artistic texts (paintings and film) of the Hispanic writers and artists that both had a close experience with New York City and wrote about or create visual texts upon the city. Hispanic Writers in New York is also designed to foster Critical Thinking. This implies, among other things, that the course is highly theoretical. This course is also highly PRACTICAL in the sense that it is only by DOING that students can learn how to do things such as how to analyze a play, or how to decide whether context is relevant to text, etc. Literary analysis is a craft that can only be properly learned by practicing it. Therefore, the class participation will count for a high percentage of the grade. Accordingly, this course will be very demanding of students. CONDUCTED in English but reading proficiency in Spanish is required.

ASSSEMENT: 
I. TWO SHORT ESSAYS
Students will write two short essays (5 pp. each) in which they should critically address a question formulated by the professor about one of the literary texts under study. The answer to this question must be in the form of a short academic essay. Knowledge of the MLA style and of the elements of a written composition is required. Students will revise their work taking in consideration the professor’s comments and suggestions for improving and will submit a final version of their essay on the date indicated.

Grades on the short essays will be based on how students:
1. develop an argument about one or more plays and state it clearly in their thesis;
2. support that argument with evidence from close reading of the texts;
3. use the proper vocabulary of literary criticism with precision;
4. bring curiosity about language and literature;
5. write responsibly using the dictionary;
6. do it all in clear and precise Spanish
The professor will discuss all of this in class. All assignments should be typed in font 12 Times New Roman, double-spaced, and submitted in hard copy.

II. TWO EXAMS: 
There will be **one mid-term exam** and **one final exam**. The goal of this exam is to assess students’ understanding of the objective knowledge they have been acquiring or acquired (in the case of the final exam) in the course. Examples of objective knowledge are: specific social and cultural events, literary groups, specific aesthetics and its characteristics, meaning of concepts, among others.

**EVALUATION RUBRIC**

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Attendance, preparation and participation</td>
<td>20%</td>
</tr>
<tr>
<td>Two short essays</td>
<td>40%</td>
</tr>
<tr>
<td>Two exams</td>
<td>40%</td>
</tr>
</tbody>
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**CLASS PARTICIPATION:** Attendance, preparation and participation are mandatory and constitute an important component of your final grade. Students are expected to: come to class regularly; read the material assigned in the course; come prepared to discuss with other classmates ideas and questions in a respectful manner. Absences not excused in advance will not be accepted, the final grade will be lowered by half a grade (A to B+, B+ to B, and so on) for each unexcused absence.

Students will be evaluated not only on their attendance, but also on how well they prepare for the class sessions and their degree of active participation. Preparation entails reading for class, and preparing questions and comments in advance of the class session. Student should bring brief notes and responses to the class discussion. Active participation does not just mean offering comments frequently. It also means listening to other students’ interventions and responding accordingly. Active participation includes:

- Asking questions in response to students’ observations
- Encouraging classmates to clarify and expand their ideas
- Making comments linking different classmates contributions
- Expressing what you have gained from the discussion

**LATE SUBMISSIONS:** Unless otherwise noted, all written assignments are due at the time and date listed in the syllabus. If you experience an unavoidable personal situation that prevents you from completing work on time, please inform the professor **prior** to the date the work is due. Late work will result in points taken off, a lowering of the assignment grade, and/or an “F,” depending on the assignment.

**COURSE POLICIES:**

- Texts will be available via the University BB
- Bring the course readings and notes to each class for discussion
- Check the e-mail regularly for class announcements
- Be punctual: late arrivals disturb the class dynamic
- Cell phones are not permitted in class

**COURSE SCHEDULE (14 weeks)**

1\(^{st}\) Week
M: Introduction to the Course
W: New York in the Nineteenth Century

2\(^{nd}\) Week
M: Heredia, *Oda al Niágara*
W: Martí, Cartas sobre Nueva York

3rd Week
M: New York During the Great Depression
W: García Lorca, Poeta en Nueva York

4th Week
M: First Exam
W: The Spanish Civil War in the International Arena (New York City)

5th Week
M: Visit to the ALBA Archives at NYU.
W: Picasso’s Guernica at the MOMA; First Essay Due

6th Week
M: Visit to the MOMA Archives
W: Dali solo show

7th Week
M: Dali in New York (documentary film)
W: Moreno Villa

8th Week
M: Second Exam
W: Josep Pla

9th Week
M: Puerto Rican’s exiles to New York
W: Julia de Burgos

Week 10th
M: Julia de Burgos
W: Ramos Otero

11th Week
M: Ramos Otero
W: Cuba and the Mariel

12th Week
M: Arenas
W: Arenas

12th Week
M: Student’s presentations of ideas for their final essays
W: Student’s presentations of ideas for their final essays

13th Week
M: Student’s presentations of ideas for their final essays
W: Before Night Falls (Film)

14th Week
M: Visit of Puerto Rican poet living in New York
W: Course conclusions

Final Essay Due Date TBA

OTHER COURSE POLICIES

Communication Policy

• Course announcements. Announcements will be posted on Blackboard and e-mailed to
students. You are responsible for providing the professor with a current e-mail address
that you check regularly, and for reading all announcements posted by the professor. You
should log into our course and your e-mail at least three times per week to check for new
announcements and/or messages.

• Course-related questions. Send an email to the professor.

• Personal and/or confidential matters. For personal and/or confidential matters, please e-
mail the professor at jeduprey@rutgers.edu. Except for weekends and holidays, the
professor typically will respond to email messages sent to within 24 hours.

Time Commitment
To be successful in this course, you will need to commit to an estimated average of 9 hours of
coursework per week for the fifteen-week semester. (Some weeks will require more time, some
less.) This is the amount of time that you would need to commit to three-credit courses.

Dropping the Course
In accord with university policy, students wishing to withdraw from a course must do so formally
through the Registrar’s office. It is the student’s responsibility to complete all forms. If this is not
done, the instructor must assign a grade of F at the end of the semester.

Required technological skills
• Ability to utilize Blackboard

Required equipment / materials
• Computer, Internet access
• Software that can save a file in the format of Microsoft Word or PDF

Rutgers University Libraries
Many library resources are available online. Assistance is available through phone, email and
chat. Information about the library can be found here: http://libguides.rutgers.edu/intro
Please review this 2-minute video about the library online resources:
http://www.youtube.com/watch?v=iJvFVqiz8Dg

Academic integrity is essential to a positive teaching and learning environment. All students
enrolled in University courses are expected to complete coursework responsibilities with fairness
and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting
someone else’s work as your own, can result in disciplinary action. The University Student
Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty: Scholastic dishonesty means plagiarizing; cheating on assignments or
examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or
using test materials without faculty permission; submitting false or incomplete records of
academic achievement; acting alone or in cooperation with another to falsify records or to obtain
dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a
University academic record; or fabricating or falsifying data, research procedures, or data
analysis. Within this course, a student responsible for scholastic dishonesty can be assigned
a penalty up to and including an “F” for the course. If you have any questions regarding the
expectations for a specific assignment or essay, ask.
http://academicintegrity.rutgers.edu/

STRONGLY RECOMMENDED: Spanish to Spanish Dictionary Free Websites:
UNIVERSITY SENATE POLICIES

“Please note that for undergraduate courses, one credit is defined as equivalent to an AVERAGE of three hours of learning effort per week (over a full semester) necessary for an AVERAGE student to achieve and AVERAGE grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom. This should not be considered a maximum amount, but rather an average amount.”

According to the college-wide policy determined by the University’s Faculty Senate:

- A slow achievement that is outstanding relative to the level necessary to meet course requirements.
- B slow achievement that is significantly above the level necessary to meet course requirements.
- C achievement that meets the course requirements in every respect.
- D slow achievement that is worth of credit even though it fails to meet fully the course requirements.
- F (or N) represents failure (or no credit) and signifies that the work was either
  1. completed but at a level of achievement that is not worthy of credit or
  2. was not completed and there was not agreement between the instructor and the student that the student would be awarded an I (incomplete).
- IN (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g. hospitalization, a student is prevented from completing the work of the course on time.