

SPAN 4810 – WOMEN IN CONTEMPORARY SPANISH CINEMA

Course: SPAN 4810
Section: 001
Semester: FALL 2019
Meeting days: MWF
Time: 11:15 AM - 12:10 PM
Room: Oakley Hall 219
Instructor: Manuel J. Villalba

Office: Oakley Hall 225
Office hours:
W 12:10 – 1:05 PM
F 12:10 – 2:10 PM
Phone: 931-372-3771
E-mail: mvillalba@tntech.edu
Preferred method to contact instructor: e-mail

DESCRIPTION OF THE COURSE

How does Spanish cinema represent feminine identity? What are the main differences between female roles in Spanish films and the female roles in Hollywood films? These central questions will lead the discussion in this course. In class, we will watch some of the more relevant movies of recent Spanish cinematography and we will try to answer the questions using the approach of the theoretical debate on feminine identity and the feminist cultural theory as starting point. We will discuss in class the work of authors such as Judith Butler, Simone de Beauvoir, Luce Irigaray, Nancy Chodorow, Susan Bordo, Isobel Armstrong, Gayle Rubin, and Hélène Cixous. We will use these authors' main ideas and concepts on Feminism to interpret the representation of women in films within the cultural and historical context of contemporary Spain. Mastery of the Spanish language is required, but also this course targets the acquisition of sophisticated conversation, reading and writing skills. Prerequisite: SPAN 3010

STUDENT LEARNING OBJETIVES

Upon completion of this course, students will

- Be introduced to the study of contemporary Spanish women literature and feminist theory
Cultures: Relating Cultural Products to Perspectives (Investigate, Explain, Reflect)
Comparisons: Cultural Comparisons (Investigate, Explain, Reflect)
- Develop a wide and deep understanding of the main points of Spanish culture
Cultures: Relating Cultural Practice to Perspectives (Investigate, Explain, Reflect)
- Be provided with critical tools to analyze literary texts
Connections: Acquiring Information and Diverse Perspectives (Critical Thinking, Solve Problems, Access Evaluate Diverse Perspectives)
- Develop critical thinking
Connections: Making Connections (Critical Thinking, Solve Problems, Access Evaluate Diverse Perspectives)

- Master reading skills in Spanish
Communication: Interpersonal, Interpretative & Presentational (View/Reading)
- Write in grammatically correct standard Spanish
Communication: Interpersonal, Interpretative & Presentational (Write)
- Improve the articulation of ideas in written Spanish in a deep and sophisticated way
Communication: Interpersonal, Interpretative & Presentational (Write)
Comparisons: Language Comparisons (Investigate, Explain, Reflect)

MATERIALS

Required text:

- No textbook is required for this course. Students will be responsible for watching the required movies outside of class. All the course movies can be found in different digital platforms such as Netflix, Amazon, and YouTube.

List of movies:

- Almodóvar, P. (2006). *Volver*.
- Almodóvar, P. (2011). *La piel que habito*.
- Almodóvar, P. (2016). *Julieta*.
- Medem, J. (2001). *Lucía y el sexo*.
- Martín Cuenca, M. (2013). *Caníbal*.
- Martínez Lázaro, E. (2014). *Ocho apellidos vascos*.
- Garaño, J. & J.M. Goenaga. (2014). *Loreak*.
- Bollaín, I. (2003). *Te doy mis ojos*.
- Plaza, F. (2017). *Verónica*.
- Echevarría, A. (2018). *Carmen y Lola*.
- Trueba, F. (2012). *El artista y la modelo*.
- Coixet, I. (2019). *Elisa y Marcela*.
- Simón, C. (2017). *Estiu 1993*.
- Ortiz, P. (2015). *La novia*.
- Franco, F. (2013). *La herida*.

Ratings: **Not rated**. Most of these movies have not been rated by the MPAA.

Warning: Explicit language is used by many characters in these movies. In addition, in most of the movies there are explicit nudity and extremely realistic violence displayed onscreen. Some ideas on religion and sexuality discussed in these movies can be found disturbing or offensive by some people. If you believe this may be a problem for you, please inform the professor in advance to discuss if this course is actually suitable for you.

Recommended texts:

- *Diccionario Panhispánico de Dudas*. Madrid: Real Academia Española: Asociación de Academias de la Lengua Española & Santillana, 2005. Print. (Also on-line: <http://www.rae.es/rae.html>)
- *Diccionario de la Lengua Española*. 22.^a edition. Madrid: Real Academia Española: Asociación de Academias de la Lengua Española & Espasa Calpe, 2001. Print. (Also on-line: <http://www.rae.es/rae.html>)
- *The Oxford Spanish Dictionary (Spanish-English/English-Spanish)*, eds. Beatriz Galimberti Jarman – Roy Russell. Oxford: Oxford University Press, 2008.
- *WordReference.com (English-Spanish Dictionary)* On-line source: <http://www.wordreference.com/es/translation.asp>

iLearn:

Our section has a shell on iLearn that will be updated regularly with announcements, handouts for students to print out and other useful information. Students will be responsible for checking this site at least once in between class sessions.

COURSE REQUIREMENTS

Exams (30%) (Midterm exam: 15% & final exam: 15%)

A midterm exam and a final exam are required for this course. Both exams will test, first, the familiarity with the movies analyzed in class; second, the knowledge of the critical concepts and arguments discussed in the readings and, finally the sophistication of the critical argumentation around an analytical filmic and/or cultural question.

Final research paper (20%)

This is a task that requires to: a) choose a topic in relation to one of the movies that we discussed in class, b) write a 6-7 pages research paper that exhibits excellent analysis in clear and understandable Spanish, c) format the paper following the MLA handbook guidelines. The paper must:

1. State original and clear thesis and arguments.
2. Analyze some of the movies discussed in class.
3. Provide information about the theoretical point of view used in the analysis.
4. Discuss a minimum of five secondary sources, included in the MLA database.

All the skills acquired and academic conventions learned in the required composition class are expected to be applied in this project development.

Abstract (5%)

Students will need to write an abstract of their final research paper. Abstracts should:

1. Clearly state the central research question and/or purpose of the project.
2. Provide brief, relevant scholarly or research context (no actual citations required) that demonstrate its attempt to make a unique contribution to the area of inquiry.

3. Provide a brief description of the research methodology.
4. State conclusions or expected results and the context in which they will be discussed.
5. Include text only (no images or graphics)
6. Be well-written and well-organized.
7. References are allowed within abstracts, but not required.
8. Use plain text format for your abstract.
9. Abstracts are usually 200-300 words long with no paragraph breaks. **MAXIMUM LENGTH = 300 WORDS!**

Poster (5%)

Students will have to prepare a poster presenting the findings and methodology of their research paper. The poster should summarize information or research concisely and attractively to help publicize it and generate discussion. The poster is usually a mixture of a brief text mixed with tables, graphs, pictures, and other presentation formats. In addition, the poster should encourage discussion and questions, and allow the author to interact with the public. Some guidelines include:

1. Important information should be readable from about 10 feet away.
2. Title is short and draws interest.
3. Word count of about 300 to 800 words.
4. Text is clear and to the point.
5. Use of bullets, numbering, and headlines make it easy to read.
6. Effective use of graphics, color and fonts.
7. Consistent and clean layout
8. Includes acknowledgments, your name and institutional affiliation

Presentation (5%)

All students will present in Spanish a topic related to the content of the class. Each presentation will be 9-10 minutes. The instructions and the grading criteria will be explained by the instructor during the course and posted on iLearn. The content of the presentations and the following discussions will be part of the exams.

Blog (15%)

Each student will write a weekly blog about the movies and/or the readings (12 entries total). In each entry the student must write about his/her opinion about a proposed topic, keeping in mind that s/he must demonstrate familiarity with the texts. The students must remember that this content is public. The blog tools can be found on iLearn. The minimum length of each entry will be 500 words and the presentation of the blog will count toward the overall grade. The deadline of every entry will be Sunday at 11:59 pm. No late materials will be considered. Also every student will have to write one comment in three blog entries of other fellow students every time that a blog entry is assigned. (12 entries X 3 comments = 36 comments total). The grade of the comment entries will be part of the participation grade. If any student considers that s/he does not want to make public his/her work for the class, s/he must

explain his/her concerns to the instructor, and s/he will be assigned an alternative way to submit this assignment in a traditional private way.

Quizzes (10%)

Every week we will have a short quiz on the assigned movies and readings. In these quizzes the students will have to demonstrate they have watched the movies and fully read and understood the content of the texts.

Participation (10%)

Active, scholarly participation is mandatory in this class. All students are expected to participate in every class meeting by responding to questions from the instructor and fellow students as well as by commenting on the readings and assignments due in each particular session. No outstanding grade can be obtained in this class without constant, proactive, responsible, and scholarly participation. Points will be taken off the students' participation grades each time that the instructor notices a lack of preparation in the student or when s/he should fail to bring to class the materials required.

Two participation grades will be given to students during the semester. These grades evaluate how well students come to class prepared to engage in class and group discussion, as well as activities. In addition, the attendance will be reflected in the final grade (See "Attendance").

Attendance

Attendance in this class is mandatory. The TTU Academic Development Program Faculty recognizes the necessity of regular classroom/workshop/lab engagement [attendance] as a basic cornerstone of the learning process. Attendance is required and expected by the instructor.

The student is allowed three (3) unexcused absences. After the third absence, one point will be deducted from the student's final grade for each subsequent UNEXCUSED absence. Also remember that arriving to class 10 minutes after the scheduled beginning of the session counts as an absence. Similarly, three tardies of less than 10 minutes will also be counted as an absence. Lack of preparation for the class can be recorded as an absence. Regular attendance is a definite part of the total performance required for the satisfactory completion of this course, and an unsatisfactory attendance record may adversely affect the final grade.

University attendance policy [TTU Undergraduate Catalog] does not recognize excused absences or excused tardiness. Likewise, TBR policy does not recognize excused absences or excused tardiness. Academic Development Program policy requires two (2) hours of ADP-directed work in the ADP Learning Center for each class hour missed for each absence the student wishes to have waived.

It is the STUDENT'S RESPONSIBILITY, not the instructor's, to ask about work missed due to absence or tardiness. Coursework not turned in on time due to unexcused absences or tardiness will be refused by the instructor. Remember: Non-attendance, poor attendance, or withdrawal may seriously affect lottery scholarship/financial aid.

Excused absences

An excused absence is one that occurs due to illness, injury, or death in the student's immediate family. No excuses will be accepted one week after the circumstance occurred. The student must verify these circumstances with official documentation to be submitted to the Office of Student Affairs as soon as they return to class. The Office of Student Affairs will contact the professor for the absence to be excused. The professor under no circumstance will take any documentation directly from the student.

Please note: If you are participating in any university-sponsored event in which you must be absent from class, an official letter from a TTU faculty or staff member must list these dates and be presented to the Office of Student Affairs at the beginning of the semester. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

FINAL GRADE

- Exams: 30% (midterm exam: 15% & final exam: 15%)
- Final research paper (20%)
- Abstract (5%)
- Poster (5%)
- Presentation (5%)
- Blog (15%)
- Reading Quizzes (10%)
- Participation (10%)
- Attendance: inverse grade

§ Grade scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; E = 0-59.

CALENDAR

Fecha	Tema(s) a discutir en clase	Tarea para la próxima clase
Clase 1: Lunes, 26 de agosto	Presentación del instructor e introducción al curso	
Clase 2: Miércoles, 28 de agosto	Wollstonecraft, M. <i>A Vindication of the Rights of Woman</i>	
Clase 3: Viernes, 30 de agosto	Almodóvar, P. (2006). <i>Volver</i> .	Blog 1
Lunes, 2 de septiembre	Labor Day - Academic Holiday	
Clase 4: Miércoles, 4 de septiembre	Mill, J S. <i>The Subjection of Women</i> Presentaciones 1 & 2	
Clase 5: Viernes, 6 de septiembre	Almodóvar, P. (2011). <i>La piel que habito</i> . Quiz 1	Blog 2
Clase 6: Lunes, 9 de septiembre	Freud, S. "The Castration Complex" <i>The Dissolution of the Oedipus Complex</i>	
Clase 7: Miércoles, 11 de septiembre	Beauvoir, S. de. <i>The Second Sex</i> . Presentación 3	
Clase 8: Viernes, 13 de septiembre	Almodóvar, P. (2016). <i>Julieta</i> . Quiz 2	Blog 3
Clase 9: Lunes, 16 de septiembre	Ellmann, M. "Phallic Criticism." Millet, K. "Theory of Sexual Politics."	
Clase 10: Miércoles, 18 de septiembre	Ortner, S. B. "Is Female to Male as Nature is to Culture?" Mitchell, J. <i>Psychoanalysis and Feminism</i> . Presentación 4	
Clase 11: Viernes, 20 de septiembre	Medem, J. (2001). <i>Lucía y el sexo</i> . Quiz 3	Blog 4

Fecha	Tema(s) a discutir en clase	Tarea para la próxima clase
Clase 12: Lunes, 23 de septiembre	Chodorow, N. "Family Structure and Feminine Personality."	
Clase 13: Miércoles, 25 de septiembre	Violencia de género Presentaciones 5 & 6	
Clase 14: Viernes, 27 de septiembre	Martín Cuenca, M. (2013). <i>Caníbal</i> . Quiz 4	Blog 5
Clase 15: Lunes, 30 de septiembre	Rubin, G. <i>The Traffic in Women</i> . Cixous, H. "The Laugh of the Medusa."	
Clase 16: Miércoles, 2 de octubre	Kelly-Gadol, J. <i>The Social Relation of the Sexes</i> . Fetterley, J. "On the Politics of Literature." Presentación 7	
Clase 17: Viernes, 4 de octubre	Martínez Lázaro, E. (2014). <i>Ocho apellidos vascos</i> . Quiz 5	Blog 6
Clase 18: Lunes, 7 de octubre	Irigaray, L. "This Sex Which Is Not One."	
Clase 19: Miércoles, 9 de octubre	Garaño, J. & J.M. Goenaga. (2014). <i>Loreak</i> . Presentación 8	
Clase 20: Viernes, 11 de octubre	Examen de mitad de semestre	Participación 1
Lunes, 14 de octubre	Fall Break - Academic Holiday	
Clase 21: Miércoles, 16 de octubre	Gilbert, S.M. & Gubar, S. "Infection in the Sentence." Kristeva, J. <i>Women's Time</i> . Presentación 9	
Clase 22: Viernes, 18 de octubre	Bollaín, I. (2003). <i>Te doy mis ojos</i> . Quiz 6	Blog 7
Clase 23: Lunes, 21 de octubre	Kolodny, A. "Dancing through the Minefield." Witting, M. "One Is Not Born a Woman." Abstracts	

Fecha	Tema(s) a discutir en clase	Tarea para la próxima clase
Clase 24: Miércoles, 23 de octubre	Showalter, E. <i>Feminist Criticism in the Wilderness</i> . Presentación 10	
Clase 25: Viernes, 25 de octubre	Plaza, F. (2017). <i>Verónica</i> . Quiz 7	Blog 8
Clase 26: Lunes, 28 de octubre	Zimmerman, B. <i>What Has Never Been</i> . Robinson, L. <i>Treason Our Text</i> .	
Clase 27: Miércoles, 30 de octubre	Política y género Presentación 11	
Clase 28: Viernes, 1 de noviembre	Echevarría, A. (2018). <i>Carmen y Lola</i> . Quiz 8	Blog 9
Clase 29: Lunes, 4 de noviembre	Haraway, D. <i>A Manifesto for Cyborgs</i> . Heilbrun, C. <i>Writing a Woman's Life</i> .	
Clase 30: Miércoles, 6 de noviembre	Mujeres y empleo Presentaciones 12 & 13	
Clase 31: Viernes, 8 de noviembre	Trueba, F. (2012). <i>El artista y la modelo</i> . Quiz 9	Blog 10
Clase 32: Lunes, 11 de noviembre	Butler, J. "Imitation and Gender Insubordination." Chakravorty Spivak, G. <i>A Critique of Postcolonial Reason</i> .	
Clase 33: Miércoles, 13 de noviembre	Bordo, S. <i>Unbearable Weight</i> . (excerpt) (744-56) Presentación 14	
Clase 34: Viernes, 15 de noviembre	Coixet, I. (2019). <i>Elisa y Marcela</i> . Quiz 10	Blog 11
Clase 35: Lunes, 18 de noviembre	Homans, M. "The Masculine Tradition."	
Clase 36: Miércoles, 20 de noviembre	Explotación sexual Presentación 15 & 16	

Fecha	Tema(s) a discutir en clase	Tarea para la próxima clase
Clase 37: Viernes, 22 de noviembre	Simón, C. (2017). <i>Estiu 1993</i> .	Blog 12
Clase 38: Lunes, 25 de noviembre	Ortiz, P. (2015). <i>La novia</i> . Quiz 11	
Miércoles, 27 de noviembre	Thanksgiving Break - Academic Holiday	
Viernes, 29 de noviembre	Thanksgiving Break - Academic Holiday	
Clase 39: Lunes, 2 de diciembre	Fraser, N., T. Bhattacharya & C. Arruzza. "Notes for a Feminist Manifesto."	
Clase 40: Miércoles, 4 de diciembre	Franco, F. (2013). <i>La herida</i> . Presentación 17	
Clase 41: Viernes, 6 de diciembre	Últimas conclusiones del curso Quiz 12	Participación 2
Jueves, 12 de diciembre	Examen final 10:30 AM - 12:30 PM Oakley Hall 219	
Viernes, 13 de diciembre	Presentar el proyecto de investigación & el poster 12:00 PM	

DIRECTIVES

Students are responsible for the information in this syllabus throughout the semester. The instructor reserves the right to make changes to the syllabus and class assignments.

PREPARING FOR CLASS

You are expected to have each day studied the assigned grammar before coming to class. Studying and doing the homework before each class will help you contribute to any class activity. You should always take notes as you study. Do not worry if you do not understand everything, and do not be afraid to ask questions. Conversation between the students and the instructor and, more importantly, among students is the essence of this class. Learning within this framework requires much more than mere attendance; it requires that each student actively participate in the class. It is critical to your success in this course that you not only study the materials but that you also actively reflect on them by taking notes, doing additional research, or approaching your classmates with questions outside the class.

CIVILITY

Cellular phones, headphones, blackberries, laptops and any other such devices are strictly prohibited in this class. Students using electronic devices will be considered absent for the day. Let your instructor know if you are expecting an emergency call. Eating and drinking in this class is discouraged since communication among students is an essential element of the learning experience. All students are expected to pay attention to the instructor and to their classmates at all times and engage in each activity as expected of them. While in class, you will be expected to behave appropriately. Students who engage in inappropriate or disruptive behavior will be dismissed from the class. Inappropriate behavior includes sleeping or blatant lack of attention (gazing out the window, texting, working on assignments for a different class), private or unrelated conversations, disrespectful comments and disregard for directions as provided by the instructor or as expected from a college student. While in class you should pay attention and participate actively in discussion when appropriate.

STUDENT ACADEMIC MISCONDUCT POLICY

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at [Policy Central](#).

DISABILITY ACCOMMODATION

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at [Policy Central](#).