

**ENGLISH 123A-1 “GLOBAL LITERATURE—THE AMERICAS” FALL 2018**  
**“EL BOOM!”**

( Syllabus online at: [www.sjsu.edu/english/currentstudents/syllabi/2018\\_fall/index.html](http://www.sjsu.edu/english/currentstudents/syllabi/2018_fall/index.html) )

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English 123A-1, MW 1:30 p.m.—2:45 p.m., Sweeney Hall (SH) 238  
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Hours: MW 2:50 p.m.—3:50 p.m. and By Appointment  
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Required Texts:

Gabriel García Márquez, *Chronicle of a Death Foretold* (Vintage International)  
Mario Vargas Llosa, *Death in the Andes* (Picador)  
Luís Fernando Veríssimo, *Borges and the Eternal Orangutans* (New Directions)  
Isabel Allende, *The House of the Spirits* (Atria)  
Juan Rulfo, *Pedro Páramo* (Grove Press)  
Carlos Fuentes, *The Death of Artemio Cruz* (Farrar, Straus and Giroux)  
Leonardo Padura Fuentes, *Havana Fever* (Bitter Lemon Press)

Course Description and Objectives: English 112A—Literature for Global Understanding: The Americas—is a course in the analysis and interpretation of representative Central and South American Spanish-language and Portuguese-language fictive prose covering the middle to the end of the 20<sup>th</sup> century—the time period known as “*El Boom!*” when this literature became internationally prominent and its narrative techniques and styles grew increasingly influential worldwide. The course goals are for students to become acquainted with “*El Boom!*”—the movement’s essential aesthetic innovations, philosophical ideologies, and cultural and political themes as well as with its major authors, many of whom having been awarded the Nobel Prize in recognition of their significant literary achievements. Students will learn the identifying aesthetic characteristics of the movement—aesthetics being a focus on the art of the genre, its creative sources, its forms, and its effects—and will write analytically about them.

Course Student Learning Objectives (SLO): The Department of English and Comparative Literature has established the following Student Learning Objectives (SLO) for its baccalaureate courses, such as English 176: Students will demonstrate the ability to 1) read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric; 2) show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature; 3) write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject; 4) develop and carry out research projects, and locate, evaluate, organize,

and incorporate information effectively; 5) articulate the relations among culture, history, and texts.

#### University's Credit Hour Requirement:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

#### Assignments and Correspondence to SLO, Grading, and Due Dates:

There are three (3) written assignments, as follows:

- 1) First Take-Home Essay Examination, due **Wednesday, October 10<sup>th</sup>**.  
Fulfills SLO 1, 2, 3, and 5.
- 2) Second Take-Home Essay Examination, due **Monday, November 19<sup>th</sup>**.  
Fulfills SLO 1, 2, 3, and 5.
- 3) Third Take-Home Essay Examination, due **Wednesday, December 12<sup>th</sup>**.  
Fulfills SLO 1, 2, 3, and 5.

Each of the three (3) examinations accounts for one-third (1/3) of the final course grade. Class engagement—participation, attentiveness, etc.—will factor into any “rounding off” if necessary, although this is typically minimal.

#### Grading:

The Department of English and Comparative Literature reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (“Grades—Letter Grading”). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (*exempli gratia*, B+/B/B-), the assignment of a + (plus) or - (minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment. In English and Comparative Literature courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

#### Department Policy on Grading Written Assignments:

Grades issued will adhere to the following SJSU academic standards of assessment:

The “ ‘A’ Range ” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “ ‘B’ Range ” essay will demonstrate competence in the same categories as the “ ‘A’ Range ” essay. The chief difference is that the “ ‘B’ Range ” essay will show some slight weaknesses in one

of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “ ‘C’ Range ” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “ ‘B’ Range ” essay.

The “ ‘D’ Range ” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

#### Procedures:

- 1) **All due dates are absolute.** Failure to hand in an examination on its due date will result in a lowered grade. Should you have a legitimate, verifiable emergency, please contact me *before* the exam is due, if possible.
- 2) **All assignments must be typed.** Use 14-point, double-space and paginate the manuscript and, as pertains to the first two Take-Home Examinations, turn in your work to me during class the day it is due. You must turn in a **hard copy** of the first two exams. An emailed exam is not acceptable and will not count as your having submitted it, the exception being the Third Take-Home Examination, which you will email to me.
- 3) **The length of each examination** will vary from student to student, of course. Generally, though, the *approximate* average length of a Take-Home Examination is about 7-8 pp.
- 4) **Concerning Attendance:** You must make a friend in the class from whom you can get notes for any lecture or discussion you should happen to miss. I cannot conduct private tutorials with you, either by email or during office hours, in order to replicate what you missed by not attending class. Do not ask me to do so. However, after you have caught up on the reading and thoughtfully considered your friend’s notes, feel free to ask me specific questions should you need clarification.
- 5) **Please do not ask for special treatment** of any kind or to be exempted from any class procedure. Any such request will not be granted.

University Policies: The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: [www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

## 123A-1 FALL 2018 ASSIGNMENT SCHEDULE

Aug. 22 Course Overview

- 27 Introduction to “*El Boom!*”
- 29 García Márquez, *Chronicle of a Death Foretold*
- Sept. 03 Labor Day (Campus Closed)
- 05 *Chronicle of a Death Foretold*
- 10 *Chronicle of a Death Foretold*
- 12 Reading Day
- 17 Mario Vargas Llosa, *Death in the Andes*
- 19 *Death in the Andes*
- 24 *Death in the Andes*
- 26 Reading Day
- Oct. 01 Luís Fernando Veríssimo, *Borges and the Eternal Orangutans*
- 03 *Borges and the Eternal Orangutans*
- 08 *Borges and the Eternal Orangutans*
- 10 **First Examination Due**
- 15 Reading Day
- 17 Isabel Allende, *The House of the Spirits*

- 22 *The House of the Spirits*
- 24 *The House of the Spirits*
- 29 *The House of the Spirits*
- 31 Reading Day
- Nov. 05 Juan Rulfo, *Pedro Páramo*
- 07 *Pedro Páramo*
- 12 Veteran's Day (Campus Closed)
- 14 *Pedro Páramo*
- 19 **Second Examination Due**  
Carlos Fuentes, *The Death of Artemio Cruz*
- 21 Non-Instructional Day (Campus Open)
- 26 *The Death of Artemio Cruz*
- 28 *The Death of Artemio Cruz*
- Dec. 03 Leonardo Padura Fuentes, *Havana Fever*
- 05 *Havana Fever*
- 10 *Havana Fever*
- 12 **Third Examination Due**  
The Third Examination is due on or before the final examination time period assigned for this class: Wednesday, December 12<sup>th</sup>, 12:15 p.m.—2:30 p.m.