

SPAN 350.1001 – Advanced Topics in Hispanic Literature: Monstruos en la literatura hispánica
DEPARTMENT OF WORLD LANGUAGES AND CULTURES
UNIVERSITY OF NEVADA - LAS VEGAS

Descripción del curso

Los monstruos han formado parte de las culturas desde los inicios de los tiempos; por eso, aparecen en la literatura desde los textos más antiguos. En esta clase, leeremos textos de autores procedentes de diversos países hispanos desde finales del siglo XIX hasta principios del siglo XXI, con énfasis en el XX, que usan distintos tipos de monstruos. Analizaremos el motivo del monstruo como recurso narrativo con el objetivo de ver cómo evoluciona su uso y su representación, incluso cuando se trata del mismo tipo de monstruo. Veremos si los monstruos literarios guardan alguna relación con la sociedad del momento en que se escribió el texto y en caso afirmativo, qué nos dice de la misma.

Formato del curso

- Esta clase ha sido diseñada para que los estudiantes interactúen e intercambien ideas entre sí y, obviamente, con la profesora.
- La clase se reunirá los lunes y miércoles de 1:00 PM a 2:15 PM en FDH 241. Estas reuniones servirán para analizar el material estudiado cada semana e intercambiar ideas. Cada estudiante debe estar preparado para contribuir al debate; para ello es indispensable completar las lecturas antes de clase.

Objetivos del curso

Al finalizar este curso,

- Los estudiantes tendrán
 - un vocabulario más amplio
 - una visión más amplia de como un motivo literario común adquiere diferentes dimensiones según la utilización de cada autor y la época en que se escribe un texto literario
 - una visión panorámica que abarcará múltiples autores
- Los estudiantes habrán mejorado su capacidad de
 - Comprensión lectora
 - Análisis de textos literarios
 - Expresión oral para compartir opiniones y expresar argumentos
 - Escritura para exponer y defender ideas propias sobre los textos literarios.
 - Analizar el motivo del monstruo como recurso narrativo en los distintos textos.
 - Analizar la evolución del monstruo y su representación, aun cuando se usa el mismo tipo. Percibir semejanzas y diferencias en el tratamiento del monstruo y en su uso.
 - Investigación de fuentes secundarias apropiadas para escribir ensayos académicos
 - Escritura de ensayos académicos siguiendo las convenciones del MLA para exponer y argumentar sus ideas sobre los textos literarios. Para los ensayos se usarán las convenciones del MLA; por eso será necesario que tengan acceso bien al libro de referencia (*MLA Handbook*) bien a las plataformas explicativas, como la de la [Universidad de Purdue](#)

Recursos necesarios

Para este curso no es necesario comprar ningún libro de texto; las lecturas se encontrarán en «Webcampus/Canvas» y en internet. Está señalado correspondientemente en el calendario.

Recursos recomendados

Es importante tener a mano obras de referencia de calidad para resolver las dudas que surjan; tengan en cuenta que la procedencia del autor marcará el léxico que aparezca en su obra:

DICCIONARIOS. Para completar las tareas del curso se recomienda consultar un diccionario que contenga buenos ejemplos de uso. Algunas posibilidades son:

- [Diccionario de la Real Academia Española](#)
- [Diccionario panhispánico de dudas](#)
- [Diccionario de americanismos](#)
- [Diccionario de sinónimos](#)
- [Diccionario WordReference](#)

Evaluación del curso

- Asistencia, preparación diaria y participación 10%
- Tareas (4) 15%
- Ensayo final de investigación 30% (dividido en dos partes)

■ Bibliografía anotada	10%	
y proyecto		
■ Trabajo final	20%	
• Examen parcial		20%
• Examen final		25%

PARTICIPACIÓN

La participación es extremadamente importante para que el aprendizaje sea significativo. Después de cada periodo de clase se asignará una nota de participación que estará basada en dos criterios:

- preparación previa en casa, cada estudiante deberá realizar las lecturas con antelación; esto implica tomar notas, anotar dudas, investigar aspectos desconocidos, etc.
- contribuciones cualitativas y activas durante las sesiones de clase que deberán demostrar que el estudiante ha completado, antes del inicio de la clase, las lecturas asignadas y ha reflexionado sobre las mismas.

TAREAS

En las fechas indicadas y al inicio de la clase cada estudiante entregará una página mecanografiada en *Times 12*, a doble espacio en la que:

1. resuma la lectura leída para ese día en una palabra, basándose en su propia interpretación de la lectura, no en los sentimientos que la lectura le produzca;
2. explique por qué ha elegido esa palabra para resumir la lectura.

El propósito de estas tareas es que lea con detenimiento y cuidado para poder condensar su interpretación, explicarla y defenderla. La palabra debe considerar la totalidad de la obra, no un personaje o anécdota específicos.

Ver el calendario para las fechas de entrega. Si saben que no van a estar en clase el día que tienen que entregar alguna asignación, por favor háganlo por adelantado.

ENSAYO DE INVESTIGACIÓN

A final de semestre (fecha en el calendario) cada estudiante deberá entregar un ensayo analítico de investigación de un mínimo de 8 páginas, con el formato según las convenciones del MLA. Puede consultar las guías sobre el [MLA de la biblioteca Lied](#)

Si necesita ayuda para iniciar su investigación, la biblioteca Lied tiene múltiples [recursos](#) que pueden ser muy útiles. Consulte tantas guías como necesite, pero no se olvide de «[Research is a conversation](#)» y «[Research process tips](#)».

En cualquier momento del semestre puede consultar conmigo.

El ensayo final NO puede ser sobre las mismas obras sobre las que se han escrito las tareas; debe incorporar un mínimo de 5 fuentes secundarias.

BIBLIOGRAFÍA ANOTADA

Para elaborar una bibliografía anotada, lo primero es la investigación; la biblioteca ofrece [guías](#) para empezar. Una bibliografía anotada es un componente imprescindible cuando se hace investigación. Cada estudiante deberá entregar una bibliografía anotada (ver fecha en el calendario) que constará de un mínimo de 5 fuentes **académicas** que se usarán para apoyar sus argumentos en el ensayo que entregue a final de semestre. Si tiene dudas sobre qué es una bibliografía anotada, cuál es su propósito o cómo elaborarla, vea el [video de la biblioteca Lied](#)

PROYECTO

En inglés se suele llamar «*abstract*». Es una propuesta en la que se presenta el tema del que se va a hablar y la tesis que se va a demostrar. Se indica cómo se va a llevar a cabo esa demostración. Para una explicación más extensa consulte la [guía](#) de UNLV.

Para esta tarea no debe escribir más de 400 palabras.

EXÁMENES.

Habrá un examen parcial y uno final que serán sobre el material discutido en clase. Se proporcionarán más detalles cuando se acerquen las fechas.

Protocolo de clase.

Llegar tarde, así como salir a mitad de clase o temprano distrae; por favor, evítenlo; un retraso de diez minutos (así como abandonar la clase se contará como media ausencia). Desconecten los teléfonos celulares antes de que empiece la clase, excepto en el caso de una emergencia. No se permite el uso de ningún aparato electrónico si no está directamente relacionado con la clase.

Tampoco se aceptará tarde ningún componente del curso, salvo que haya una emergencia médica documentada, esto se aplica también a las fechas de los exámenes.

Todos los trabajos escritos deben ser personales y sin recibir ayuda ni de amigos, tutores, traductores electrónicos o del internet.

Escala de notas					
A	93 – 100	A–	90 – 92	B+	88 – 89
B	84 – 87	B–	80 – 83	C+	78 – 79
C	74 – 77	C–	70 – 73	D+	68 – 69
D	64 – 67	D–	60 – 63	F	0 – 59

Observaciones sobre honestidad académica

Los estudiantes deberán respetar y mostrar integridad académica en todo momento. En este curso:

- **Todos los documentados enviados a través de «Webcampus/Canvas» serán analizados a través de Turnitin**
- **El contenido de todas las tareas debe ser original (no pueden reciclarse tareas de otros cursos).**
- **Queda terminantemente prohibido el uso de traductores online.**
- **El plagio está severamente penalizado. Todos los casos de plagio serán debidamente comunicados.**

Para más información sobre las normas de conducta y honestidad académica de UNLV, ver la sección «Academic Misconduct» que aparece más abajo.

University Policies

Public Health Directives

Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus, <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students

in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

Identity Verification and Online Course Requirements

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization. To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one

calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=39&navoid=10666>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable. 4

Title IX

UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not

alone. Resources and support are available. To learn more or to report an incident, please visit the Office of Equal Employment and Title IX website at <https://www.unlv.edu/compliance>. Please be aware that as an instructor, I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV's Title IX Coordinator. You can also report concerns directly using the online reporting form, at https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18, or via email at titleixcoordinator@unlv.edu or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact the Care Center at <https://www.unlv.edu/carecenter> or 702-895-0602.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

988 FREE 24/7 SUICIDE & CRISIS LIFELINE

In addition to campus resources such as the Counseling and Psychological Services (CAPS) website at <https://www.unlv.edu/caps>, visiting the YOU@UNLV website at <https://you.unlv.edu/>, and Early Alert (for graduate students, at <https://www.unlv.edu/graduatecollege/academy/early-alert>), you may now call or text 988 or chat at 988lifeline.org if you or someone you know is in crisis and in need of support.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

UNLV Land Acknowledgement

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tuduino, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.

Calendario del curso

La distribución de los contenidos y las distintas actividades pueden sufrir ciertos ajustes o variaciones, en relación directa con el ritmo de las discusiones en clase.

La extensión de las lecturas varía bastante. Los asteriscos (*) en el calendario indican que estas lecturas son largas; deben planear para poder acabar la lectura.

Para la primera parte del curso (a partir del 12 de septiembre) sería conveniente la lectura de *Drácula* (1857) de Bram Stoker. Es un poco larga, pero divertida.

Semana	Fecha	LECTURAS	TAREAS
semana 1	29 de agosto	Presentación del curso.	
	31 de agosto	Lecturas: Rubio Tovar, Joaquín. « Monstruos y seres fantásticos en la literatura y pensamiento medieval » Partes de la 1 a la 3 (ambas incluidas) y la 5.	
semana 2	5 de septiembre	NO HAY CLASE: <i>Labor Day</i>	
	de septiembre	Leer: « Introduction: Reading Monsters in Iberian and Spanish American Contexts » <i>Hispanic Issues on Line: Writing Monsters on Iberian and Latin American Cultures</i> 15 (2014): 1-11 1. Castillo, David R. « Monsters for the Age of the Post-Human ». <i>Hispanic Issues on Line: Writing Monsters on Iberian and Latin American Cultures</i> 15 (2014): 161-178. Solo es necesario que lean desde 161 a 169.	Identificar 3 ideas importantes de cada lectura para discutir en clase.
Va de vampiros			
semana 3	12 de septiembre	Julio Cortázar, « El hijo del vampiro » (1937).	
	14 de septiembre	*Carlos Fuentes, « Vlad » en <i>Inquieta Compañía</i> (2004)	
semana 4	19 de septiembre	Manuel Moyano, «Querida Sharon» en <i>Las mil caras del monstruo</i> . Ed. Ana Casas. (2012) Se encuentra en Canvas.	Tarea 1
	21 de septiembre	*Carmen Posadas, «Carta dirigida a las novias de Drácula encontrada por el doctor Van Helsing en su castillo» en <i>Drácula</i> . Ed. Fernando Marías. (2008) Se encuentra en Canvas.	
semana 5	26 de septiembre	Emilia Pardo Bazán, « Vampiro » (1901)	Tarea 2
	28 de septiembre	René Avilés Fabila , «En tierras del vampiro» y «El alimento del vampiro» (2011)	
		*Carmen de Burgos, <i>La mujer fría</i> (1922)	
A por los animales			

Semana	Fecha	LECTURAS	TAREAS
	3 de octubre 5 de octubre	Horacio Quiroga, « El almohadón de plumas » (1917) Juan José Arreola, « La migala » (1952) Guadalupe Dueñas, «La araña» (1958) en Canvas. Silvina Ocampo, « La boda » (1959)	
semana 7	10 de octubre 12 de octubre	Rosario Ferré, « La muñeca menor » (1972) Félix J. Palma, «Los arácnidos» en <i>Las mil caras del monstruo</i> . Ed Ana Casas. (2012). Se encuentra en Canvas.	
semana 8	17 de octubre 19 de octubre	Patricia Esteban Erlés, «Azul ruso» en Canvas. El cuento empieza en la página 47. Examen parcial Y llega el <i>doppelgänger</i>	
semana 9	24 de octubre 26 de octubre	Julio Cortázar, « Lejana » (1951) Jorge Luis Borges, « El otro » (1975)	Tarea 3
semana 10	31 de octubre 2 de noviembre	Cristina Fernández Cubas, « Lúnula y Violeta » (1980) David Roas, «El precio del placer» en <i>Las mil caras del monstruo</i> . Ed. Ana Casas. (2012) En Canvas. El golem. ¿qué es un golem?	Haz una investigación para contestar a la pregunta.
semana 11	7 de noviembre 9 de noviembre	Horacio Quiroga, « El hombre artificial » (1910) Borges, « Las ruinas circulares » (1940)	Tarea 4
semana 12	14 de noviembre 16 de noviembre	No hay clase: PAMLA Juan José Arreola, « Parábola del trueque » (1952)	Entregar Bibliografía anotada y proyecto
semana 13		Espido Freire, «El lago» en <i>Frankenstein</i> . Ed Fernando Marías. (2008). En Canvas.	

Este temario podrá ser modificado en cualquier momento. En caso de que sea necesario realizar algún cambio, los estudiantes serán notificados a través de «Webcampus/Canvas»