DRAFT SYLLABUS

COMPLIT 135, Lec. 202
Experiencing Literature in the 21st Century:
Magical Realism and the Fantastic in Literature and Film
Fall 2012, 3 cr. (U)
FULLY ONLINE: http://d2l.uwm.edu/

<table>
<thead>
<tr>
<th>Professor</th>
<th>Kristin Pitt</th>
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<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:kepitt@uwm.edu">kepitt@uwm.edu</a> &gt;&gt;&gt;use for standard communication; expect a reply within 48 hours, usually much more rapidly</td>
</tr>
<tr>
<td>Phone</td>
<td>Office: (414) 229-4835 (there’s no voice mail on this line) Messages: (414)229-4382 (this is the main office of the Dept. of French, Italian, &amp; Comparative Literature: you can leave a message with the staff member who answers or on voicemail)</td>
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<tr>
<td>Fax</td>
<td>(414)229-2939</td>
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<tr>
<td>Office</td>
<td>Curtin 787</td>
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<tr>
<td>In-person office hours</td>
<td>MW 3:30-4:30pm: I'll be in my office. No appointment necessary. You may also set up an appointment at another time if these hours don’t work for you.</td>
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<tr>
<td>Facebook Page</td>
<td>CompLit135, Magical Realism, UWM</td>
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COURSE DESCRIPTION
Through this course, we will examine notions of reality and its artistic representation, asking what the role of the apparently magical is within our apprehensions of literary and cinematic reality. Is it possible that creative fiction must rely upon the magical in order to present “the real” or “the truth”? What are the possible artistic advantages of magical or fantastical representation, and what are the possible sociopolitical implications of these literary modes? Many of our readings will be examples of what has come to be termed “magical realism,” literature that does not quite fit traditional definitions of either realism or fantasy. Although many of the texts we read will come from the Spanish American tradition with which magical realism is perhaps most often associated, we will also explore other examples of magical realism and fantastical fiction, allowing us to develop a broader sense of the philosophical, political, ideological, and literary implications of the texts.

COURSE LEARNING GOALS
This course fulfills a General Education Requirement in the Humanities and the L&S International requirement. The course’s readings, discussions, exams, and other assignments will help you to
- think analytically about human expression and its aesthetic, ethical, and ideological components in cross-cultural and international contexts;
- analyze texts using comparatist approaches, including the critical evaluation of fictional and non-fictional texts;
- construct interpretive arguments that are clear, coherent, and persuasive, well-organized, and logically argued;
- relate literature to other forms of artistic expression;
- establish connections between literature and other disciplines across the humanities and social sciences, including philosophy, history, religious studies, and political science;
- identify the common features of magical realist literature;
- relate literary expression in the Americas to literary and artistic forms from elsewhere around the globe; and
- understand the challenges and complexities of identifying the real and representing it in literature and the arts.
Course Requirements and Policies Overview

Preparation
• Careful, thoughtful, and analytical reading of assigned texts and viewing of assigned films, at the assigned pace of the course.
• Reading/viewing of all assigned course documents and materials posted by the instructor to the course D2L site, including lecture texts, course presentations, and assignment guidelines.
• Reading of all course discussion postings: the comments posted by your classmates, and the responses posted by classmates and by the instructor.

Online Discussion Forum Postings
• Bi-Weekly Discussion Postings (DPs): postings of 275-325 words regarding your analysis and interpretation of the assigned course texts and films; each week, half of the class will be required to post a discussion posting. To be posted between 8:00am Monday and 11:59am Thursday.
• Bi-Weekly Response Postings (RPs): postings of 100-150 words in response to a discussion posting by a classmate; each week, the half of the class not responsible for a DP will be required to post a response posting. To be posted between 12:01pm Thursday and 11:59pm Saturday.

Quizzes
Weekly 6-minute quizzes on the content of course readings and films, available from 8:00am each Monday until 11:59am each Thursday.

Mid-term Exam
A short-answer and essay exam, covering material from the first six weeks of the semester, available online on Monday, October 15.

Final Paper
A comparative essay of 4-5 pages, developing an argument about magical realism or the fantastic, that draws on one work from the second half of the semester (Weeks 7-14) and one work you’ve studied independently. Due December 19.

Technology Requirements
• Routine access to a computer with a broadband internet connection.
• A recent version of a web browser (such as Mozilla Firefox, Internet Explorer, or Safari)
• Software to view, edit, and create Microsoft Word files
• Software [available as a free download] to view Adobe PDF (portable document files, .pdf) files and Macromedia Flash files (.swf)
• See Technology Requirements & Resources guide on D2L for more information

General Requirements
• Submission of assignments on time. Absolutely no late quizzes or exams will be accepted. All other assignments received within one week of the missed due date will receive 50% of the score that would have been earned if the assignment were submitted on time. Any assignments received more than one week after the due date will not receive credit.
• Academic honesty. For detailed definitions of plagiarism and the ways to appropriately cite sources, easily avoiding plagiarism, see the Citation Guide on D2L. You must read the Citation Guide and submit the Citation Agreement before any of your other coursework will be graded for the course. All work you submit must be your own. If the ideas expressed or the words used
to express them aren’t yours, say whose they are. If you copy words or ideas from an unacknowledged source (virtual, textual, visual, audio, or living), have someone else do work for you, or submit previous work (by you or someone else), you are committing plagiarism, which is a serious offense. Students who commit plagiarism will be formally charged with academic misconduct and will most likely fail the course, per the policy of the College of Letters and Science and UWM. Further information on UWM’s policies on Academic Misconduct and on Student Appeals is available through the links under University Policies on the course D2L site. Please contact me with any questions.

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<tr>
<th>Grade</th>
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<tr>
<td>Bi-Weekly Discussion Postings (DPs)</td>
<td>25%</td>
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<tr>
<td>Bi-Weekly Response Postings (RPs)</td>
<td>20%</td>
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<tr>
<td>Weekly Quizzes</td>
<td>25%</td>
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<tr>
<td>Mid-term Exam</td>
<td>15%</td>
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<tr>
<td>Final Paper</td>
<td>15%</td>
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<tr>
<th>Grading Scale</th>
<th>A: 93-100</th>
<th>A-: 90-92</th>
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<tr>
<td>B+: 88-89</td>
<td>B: 83-87</td>
<td>B-: 80-82</td>
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<tr>
<td>C+: 78-79</td>
<td>C: 73-77</td>
<td>C-: 70-72</td>
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<tr>
<td>D+: 68-69</td>
<td>D: 63-67</td>
<td>D-: 60-62</td>
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<td>F: 59 &amp; below</td>
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**Extra Credit Opportunities**

Students who fully complete the Scavenger Hunt Worksheet during Week 1 of the course will receive 0.5% extra credit added to their final grade for the course.

Students who complete the anonymous mid-semester course evaluation survey and an end-of-semester course evaluation survey on time will receive 0.5% extra credit added to their final grade for each survey.

**Texts**

There is one book required for the course, along with additional texts and multimedia materials. The one book is available at the UWM Bookstore and is on 2-hour reserve at Golda Meir Library; you may also purchase it independently (it is available from http://www.amazon.com and http://www.barnesandnoble.com) or borrow it from other libraries. To the best of my knowledge it is not available in any e-book format.

Additional materials will be made available either on the course D2L site—indicated by (D2L) in the list of assigned readings—or through electronic reserve—indicated by (ER).

The one book that you will need to purchase or borrow is

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<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>ISBN</th>
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<tbody>
<tr>
<td>So Far From God</td>
<td>Ana Castillo</td>
<td>Norton</td>
<td>0393326934</td>
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Although the above information is for the one edition of *So Far From God* currently in print, there are multiple older print editions available. You are not required to use the edition listed here, though bear in mind that using a different edition will mean that it will be just a little more difficult, though by no means impossible, for you to follow and participate in online discussion using specific page numbers.

**Course Assignments**

There are many facts about each text we will read: the names of characters; the things that happen in the plot; the generic and literary styles incorporated in the writing; the cultural and biographical
contexts of its production. Knowing such facts is an important step toward understanding a work of literature, but it is not all you need, for such facts do not lead automatically or directly to a text’s meaning. Indeed, there’s no straight path to accessing the meaning of any work of literature, and there’s no single approach to interpreting literature, because no work of literature has just one interpretation or meaning. The most challenging work of literary scholars and students, then, is to explore its multiple possible meanings and interpretations, developing arguments and supporting them through textual examples as well as considering possible alternatives to these arguments by discussing opposing views.

Readings
Most weeks you will be assigned one or more literary texts to read, often in conjunction with non-fiction essays; some weeks you will be assigned films to watch. Although some weeks your assigned reading will be much shorter, weekly assignments can reach up to 125 pages of text. It is important that you set aside time each week to do the required reading and stay current with the assignments, which you need to have completed in order to participate in weekly discussions and to do well on the quizzes. And remember, critical reading is not just letting your eyes glance at most words on the page and getting the basic gist of a text: you need to read these works of literature carefully, paying attention to detail, and taking note of things that interest, surprise, or confuse you. See “Reading, Analyzing, and Discussing Literature” on D2L for more information.

Some readings are available on the course D2L site, as indicated by the (D2L) following their titles in the list of assignments; other readings are available through the library’s Electronic Reserve service, as indicated by the (ER) following their titles in the list of assignments.

Films

Lectures
Each week you will be assigned multiple short lectures on course materials (usually two). These will be posted under weekly headings on the content page of the course D2L site. Occasionally, lectures will be podcasts or Macromedia flash presentations with an audio component. Usually, however, they will be .pdf files of PowerPoint slides with accompanying text that you can read online or print. Depending on the lecture, the content may include background and introductory information on texts; it may also provide models of literary and film analysis and interpretation, offering examples of how literary and film scholars and students approach texts to develop and support arguments about their meaning.

Quizzes
The weekly quizzes allow you to demonstrate knowledge of the basic factual content of the assigned literary readings and films. The quizzes do not require you to interpret or analyze the literary works and films, but they require you to demonstrate that you have read them closely enough to be able to analyze and interpret them successfully. If you find you are not performing well on quizzes, that might be an indication that you are not be paying enough attention to detail as you are reading; you may wish to take notes while you’re reading to help you remember facts. I recommend that you take the quiz before you write your discussion forum postings.

Each quiz has five multiple-choice questions, and you will have six minutes to complete it. Quizzes are “open book,” but since they are timed, you will have little to no time to look up answers. Quizzes are randomly generated from a larger bank of questions about the course materials, which means that each student will receive a different quiz. You may take each weekly quiz two times, though when you repeat the quiz you will receive different randomly-generated questions. The highest quiz attempt will be recorded. The lowest quiz grade you receive throughout the semester
will be dropped. Quizzes will account for 25% of your final grade; once the lowest grade is dropped, each individual quiz will account for approximately 1.92% of your final grade.

Quizzes are available for you to take each week from 8:00am on Monday until 11:59am on Thursday. If you choose to repeat a quiz, you do not need to repeat it immediately after your first attempt; you may take it at any time before noon on Thursday.

Discussions
The weekly online discussion postings allow you to synthesize the information you've gathered from the course readings, films, and lectures and integrate it with skills of critical thinking and analysis, constructing interpretations of the works of literature and film and developing a deeper understanding of the ways in which these works convey meaning. The questions posed for the weekly discussions will require you to analyze texts and construct interpretive arguments about them; identify significant features of the literary and cinematic forms and explore the relationship of form to content and meaning; and examine the possibilities and limitations of literature and film to represent reality. Your discussion postings require you to develop clear arguments with literary evidence in support, and they must be written grammatically and with correct spelling, so you may wish to compose your postings first in a word processing program and then cut-and-paste your posting into the appropriate discussion forum (please do not simply upload Word files as attachments). See “Reading, Analyzing, and Discussing Literature” on D2L for more information on how to construct and support literary arguments supported by textual evidence; see the “Netiquette Guidelines” portion of “Learning and Communicating in the Online Classroom,” also on D2L, for information on appropriate interaction in the online classroom; see "Grading Rubrics for Discussion Postings,” also on D2L, for specifics on how each posting will be graded; and see the “Citation Guide” for requirements regarding citation of all sources used for discussion postings.

Discussion Postings (DPs) should be 275-325 words, in response to one of several weekly questions regarding broader thematic and analytical approaches to the assigned literary works. These postings allow you to synthesize the information gathered from readings and lectures with the analysis of the literary works and construct interpretations of literature based on critical thinking and intellectual engagement with the material. Your arguments in these postings must be supported with textual evidence such as quotations and include page and line numbers from course readings as necessary. The class will be divided into two Discussion Groups, with each group responsible for submitting a discussion posting every other week; on the week that you are not responsible for submitting a DP, you are responsible for submitting a response posting. Except when there are schedule changes noted on the syllabus, DPs should be made between 8:00am on Monday and 11:59am on Thursday.

Response Postings (RPs) should be 100-150 words, in response to one of the long discussion postings made that week by one of your classmates. These allow you to further understand the potential strengths and weaknesses of your own interpretations and engage directly with the interpretations of others. In your response, you may agree with a classmate’s analysis and expand upon it; you may disagree with a classmate’s analysis and explain your counterargument; you may explore other elements of the classmate’s analysis, such as its broader implications, its advantages and limitations, or other elements you find compelling or important to consider. You should follow appropriate codes of behavior for online classrooms in all your posts, but please remember to be especially cognizant of “Netiquette Guidelines” in your responses to your classmates: if you disagree with someone else’s analysis, make sure to present your disagreement in academic terms rather than personal ones. Your arguments in these postings must also be supported with textual evidence such as quotations and include page and line numbers from course readings as
necessary. The class will be divided into two Discussion Groups, with each group responsible for submitting a response posting every other week; on the week that you are not responsible for submitting an RP, you are responsible for submitting a long discussion posting. Except when there are schedule changes noted on the syllabus, RPs should be made between 12:01pm on Thursday and 11:59pm on Saturday; note that you should not post a response until the deadline for submitting DPs has passed. Early response postings will not receive credit.

For each of your weekly discussion postings, include a subject line that provides an indication of the subject of your posting, and be sure to read all the postings that have been made before yours to be sure that you aren’t repeating identical claims. Each week, make sure that you read all the weekly discussion postings, in response to all the questions. This is an essential component of the course reading assignments, and it will help to ensure that you are familiar with the multiple interpretations and understandings that these works inspire. And yes, in case you are wondering, as an instructor I am able to find out which pages of the course site you have viewed and which you haven’t, so I will know if you are not reading the discussion postings of your classmates (or the lectures or other course materials).

In addition to the weekly discussion forum, there will be a forum each week for questions regarding the course readings and the course overall. Post any questions you have about the course materials here, as well as any questions you have about course requirements and assignments. For example, you may post plot-based questions about things you’re not sure you understood in the text (e.g., “I’m not sure: is Character A the mother of Character B?” or “How much time is supposed to have passed between chapter 1 and chapter 4?”); you may post broader thematic and interpretive questions about issues that interest you but are not covered in another discussion forum (e.g., “Why do you think this character is portrayed in this way?” or “What do you think the significance is of X event or Y character or Z circumstance?”); or you may post questions about assignments and course materials (e.g., “I’m confused about when this assignment is due” or “Where can I find directions on how to do that?”). Participation in this forum is voluntary, but post as many questions as you have to this forum, and please respond to your classmates’ questions if you have an answer. Posting to the discussion forum rather than emailing me directly may allow you to receive an answer more promptly, if one of your classmates sees your question and provides a response before I log on next. Your question will be helpful to others with the same question, as will any responses you are able to provide. Note: you may also post similar questions to the course Facebook page, which you are all invited but not required to “Like”.

D2L will automatically drop the one lowest grade you receive within each category of discussion postings throughout the semester. Discussion Postings account for 25% of your final grade; individual DPs will count for just over 3.5% of your final grade. Response Postings account for 20% of your final grade; individual RPs will count for approximately 2.9% of your final grade.

The role of the instructor in online discussions: as instructor, I will read all postings, but I will not respond publicly to each one. I will usually post a few longer responses each week, and I will post shorter responses as necessary to clarify misunderstandings or correct factual inaccuracies in discussions and answer questions. I will also enforce the netiquette guidelines as required.

In addition, I may provide individual comments or suggestions in response to your postings by means of the comments section of the gradebook. Of course, I will also respond numerically to your postings with grades. Each DP and RP that is submitted on time and meets the length and content requirements will be evaluated on a 5-point scale as excellent, satisfactory, or unsatisfactory, according to the rubrics detailed in the “Grading Rubrics for Discussion Postings” file on D2L. Postings that do not meet minimum length requirements may receive partial credit;
postings made late but within one week of the due date will receive 50% of the credit that would have been granted according to the rubrics below, if they had been on time. Postings submitted more than one week late will receive 0s. Please consult this guide of grading rubrics, along with the guide to “Reading, Analyzing, and Discussing Literature,” when crafting your discussion postings.

Mid-term Exam
The mid-term exam will cover material from lectures, discussions, readings, and films from the first six weeks of the semester. It will include several short answer questions and one longer essay. It is “open book,” but you will have only 75 minutes to complete the exam. It will be available online from 12:01am to 11:59pm on Monday, October 15, and you must complete it in one sitting during that window.

Final Paper
The final paper is a 4-5 page comparative essay. You will develop an argument about magical realism or the fantastic, drawing on two works of literature and/or film: one work from the second half of the semester (Weeks 7-14)

Course Schedule

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<tr>
<th>Week 1</th>
<th>September 4-8</th>
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<tbody>
<tr>
<td>Readings</td>
<td>Course Documents: Syllabus (D2L and via email); Learning and Communicating in the Online Classroom (D2L); Technology Requirements and Resources (D2L); Reading, Analyzing, and Discussing Literature (D2L); Grading Rubrics for Discussion Postings (D2L); Citation Guide (D2L)</td>
</tr>
</tbody>
</table>
| Lectures       | 1: Course Introduction  
|                | 2: Scavenger Hunt |
| Assignments    | Everyone:  
|                | Quiz1, weekly due date extended to 11:59 pm on Friday, 9/7; DP1, weekly due date extended to 11:59 pm on Friday, 9/7; RP1, by 11:59pm on Saturday, 9/8; Citation Agreement (submitted to appropriate dropbox), by 11:59pm on 9/8. Extra Credit: Scavenger Hunt Worksheet (submitted to appropriate dropbox), by 11:59pm on Saturday, 9/8. |

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<th>Week 2</th>
<th>September 9-15</th>
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<tr>
<td>Readings</td>
<td>Gabriel García Márquez, “A Very Old Man with Enormous Wings” (ER)</td>
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</tbody>
</table>
| Lectures       | 3: Introduction to Magical Realism  
|                | 4: García Márquez, “A Very Old Man with Enormous Wings” |
| Assignments    | Everyone: Quiz2 by 9/13  
|                | Discussion Group 1: DP2 by 9/13  
|                | Discussion Group 2: RP2 by 9/15 |

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<tr>
<th>Week 3</th>
<th>September 16-22</th>
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| Film Viewing   | View A Very Old Man with Enormous Wings, dir. Fernando Birri, either  
|                | • online, through D2L (divided into three segments)  
<p>|                | • by any other method convenient to you (streaming, buying, renting, |</p>
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<tr>
<th>Week 4</th>
<th>September 23-29</th>
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| Readings | CREATION STORIES  
Genesis 6.5-9.7 (D2L)  
Leeming, “Boshongo (Bantu): Bumba’s Creation” (ER, p. 39-40); “Shoshoni: Old Man Coyote” (ER, p. 169-71) and “Fon (Dahomey): Legba” (ER, p. 171-72)  
Littleton, “Creation and Deluge” (ER) and “Tricksters: The Unpredictable Spirits” (ER)  
Fray Ramón Pané, “How the Men Were Parted from the Women” (ER, under Gonzalez Echevarria)  
“A Maiden’s Story” from the *Popul Vuh* (ER, under Gonzalez Echevarria)  
EXPLORATION STORIES  
Christopher Columbus, “Narrative of the Third Voyage of Christopher Columbus to the Indies, In Which He Discovered the Mainland, Dispatched to the Sovereigns from the Island of Hispaniola” (ER, under Cohen)  
Antonio Pigafetta, excerpt from *The First Voyage Around the World (1519-1522): An Account of Magellan’s Expedition* (ER)  
Bartolomé de las Casas, “Plague of Ants” from *History of the Indies* (ER, under Gonzalez Echevarria)  
OPTIONAL READING  
Erich Auerbach, chapter one from *Mimesis* (ER) |
| Lectures | 7: Mimesis  
8: Creation Stories  
9: Exploration Stories |
| Assignments | Everyone: Quiz4 by 9/27;  
Discussion Group 1: DP3 by 9/27  
Discussion Group 2: RP3 by 9/29 |

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<tr>
<th>Week 5</th>
<th>September 30-October 6</th>
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| Readings | Sigmund Freud, “The Uncanny” (ER)  
Edgar Allen Poe, “The Black Cat” and “The Oval Portrait” (ER) |
| Lectures | 10: The Uncanny  
11: Poe |
| Assignments | Everyone: Quiz5 by 10/4  
Discussion Group 2: DP3 by 10/4  
Discussion Group 1: RP3 by 10/6 |

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<tr>
<th>Week 6</th>
<th>October 7-13</th>
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| Film Viewing | View *Pan’s Labyrinth*, dir. , either  
- online, through D2L (divided into three segments)  
- in person, at Golda Meir Library, Media Reserve (Lower Level, West Wing)  
- by any other method convenient to you (streaming, buying, renting, |
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<tr>
<th>Week 7</th>
<th>October 14-20: <strong>MIDTERM EXAM ON MONDAY, OCTOBER 15</strong></th>
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| Lectures | 12: Spanish Civil War  
13: Pan’s Labyrinth |
| Assignments | Everyone: Quiz6 by 10/11  
Discussion Group 1: DP4 by 10/11  
Discussion Group 2: RP4 by 10/13 |
| **Readings** | Gabriel García Márquez, “Big Mama’s Funeral” (ER);  
Gabriel García Márquez, “The Solitude of Latin America” (D2L)  
OPTIONAL READINGS  
Carpentier, “On the Marvelous Real in America” (ER)  
Roh, “Magical Realism: Post Expressionism” (ER) |
| **Assignments** | Everyone: **Midterm Exam on 10/15**;  
Quiz7 by 10/18  
Discussion Group 2: DP4 by 10/18  
Discussion Group 1: RP4 by 10/20 |

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<th>Week 8</th>
<th>October 21-27</th>
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| Lectures | 14: Defining Magical Realism  
15: García Márquez, “Big Mama’s Funeral” |
| Assignments | Everyone: Quiz8 by 10/25;  
Take CompLit 135 mid-semester anonymous evaluation survey by 10/26 for extra credit  
Discussion Group 1: DP5 by 10/25  
Discussion Group 2: RP5 by 10/27 |
| **Readings** | Jorge Luis Borges, “Tlön, Uqbar, Orbis Tertius” (ER)  
Julio Cortázar, “Axolotl” (ER)  
Jorge Amado, “The Miracle of the Birds” (ER)  
Juan Rulfo, “Luvina” (ER) |
| **Assignments** | 16: Borges and Cortázar  
17: Rulfo and Amado |
| **Assignments** | Everyone: Quiz9 by 11/1  
Discussion Group 2: DP5 by 11/1  
Discussion Group 1: RP5 by 11/3 |
| **Assignments** | Everyone: Quiz10 by 11/8;  
Proposal 1 for Final Paper by 11/10 |

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<th>Week 9</th>
<th>October 28-November 3</th>
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| Lectures | 18: Fuentes  
19: Final Paper |
| **Assignments** | Everyone: Quiz9 by 11/1  
Discussion Group 2: DP5 by 11/1  
Discussion Group 1: RP5 by 11/3 |

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<tr>
<th>Week 10</th>
<th>November 4-10</th>
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| **Film Viewing** | View **Waiting List** (20, dir.), either  
• online, through D2L (divided into three segments)  
• by any other method convenient to you (streaming, buying, renting, borrowing, etc.) of your own arrangement |
| Lectures | 20: Cuba’s Special Period  
21: Waiting List |
| **Assignments** | Everyone: Quiz10 by 11/8;  
Proposal 1 for Final Paper by 11/10 |
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<tr>
<th>Week</th>
<th>Date Range</th>
<th>Readings</th>
<th>Lectures</th>
<th>Assignments</th>
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</table>
Discussion Group 2: DP6 by 11/15  
Discussion Group 1: RP6 by 11/17 |
No Discussion Posting or Response Postings assigned this week |
Proposal 2 for Final Paper by 12/1  
Discussion Group 1: DP7 by 11/29  
Discussion Group 2: RP7 by 12/1 |
| 14   | December 2-8        | Luisa Valenzuela, “Strange Things Happen Here” (ER) | 25: Valenzuela and Rushdie | Everyone: Quiz14 by 12/6  
Discussion Group 2: DP7 by 12/6  
Discussion Group 1: RP8 by 12/8 |
| 15   | December 9-12      | none                            |                           | Everyone:  
No Quiz this week                                     |
| Exam Week | December 14-19   | none                            |                           | Everyone: submit Final Paper to dropbox by 11:59pm on 12/19;  
take CompLit 135 end-of-semester anonymous evaluation survey by 12/20 for extra credit |

**CompLit 135 and Facebook**

CompLit 135, Magical Realism, UWM is a Facebook community page set up to facilitate communication in this course. It is *not* required, and if you are not a regular Facebook user, you might not find the page particularly helpful. If you are a regular Facebook user, though, you’re probably on Facebook more frequently than you visit our course D2L site, and perhaps more frequently than
you check your Panther email as well. If that’s the case, I’d encourage you to “Like” the course page, and that way you’ll receive any short course announcements within your Facebook News Feed. Longer course announcements that don’t fit within the Facebook status field will also be indicated there, alerting you to check D2L or email for further details.

**What will appear on the Facebook page?** I’ll post course announcements and reminders, along with other announcements and links relevant to the course, like campus events or news articles related to course readings and discussions. If you “Like” the page, you’ll be able to post announcements there, too, so feel free to use it to ask questions about the course, start discussions about course materials, or share articles relevant to class. Please bear in mind that this is an optional course space but still an official one, so don’t post things that are inappropriate or completely off-topic.

**What access will your classmates and instructor have to your Facebook page if you “Like” the course page?** If you “Like” the course page, the photo and name associated with your Facebook profile will appear among the people who Like the page, and if others click on your name, they’ll be able to access whatever information you allow to be visible to the public. But “Liking” a Facebook page is not the same as becoming “Friends” with the page’s administrator or other followers, and your classmates and instructor will not be able to see anything you post on your own Facebook page unless your Facebook page is already completely public or you are already “Friends.” Please note: I will neither issue nor accept “Friend” requests from students—that’s my own policy, it’s not a reflection of my personal feelings about you as an individual student.

**Should you use Facebook messaging to communicate with the instructor?** Please use Panther email for all regular course communication, not Facebook messaging. In general, use Facebook messaging to communicate with me only about Facebook-related things—for example, if someone posts something that you find offensive or inappropriate to the course Facebook site; you may also use Facebook messaging to contact me about other course-related issues if there is a problem with the campus servers or PantherMail goes down.

**Other Policies and Notes**

- University policies for students with disabilities; religious observances; students called to active military duty; incompletes; discriminatory conduct; academic misconduct; complaint procedures; grade appeal procedures; and final examination policy are available on D2L through the file entitled University Policies.
- Let me know about any questions or concerns regarding the class or the assignments, and don’t hesitate to arrange an appointment with me if you can’t make my in-person or virtual office hours.
- If you will need accommodations to meet any requirement of this course, contact me as soon as possible.
- The grievance policy of the Dept. of French, Italian, and Comparative Literature is posted in the main office, Curtin 772.

**Course Affiliations**

This course can be counted toward the requirements for a major or minor in Comparative Literature. It can also count toward the interdisciplinary major in Latin American, Caribbean, and U.S. Latino Studies, as well as the certificates in Latin American & Caribbean Studies and Cultures & Communities. More information on each of these programs is available on the course D2L site.