Digital Approaches to Exile Literature

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Course Description for Digital Approaches to Exile Literature (Spanish 400)

This course introduces students to the genre of exile writing in the Spanish and Latin American contexts. We will consider representations of exile, expressions of the exile experience and discuss the motivations for representing one's exile history artistically. At the end of the course, we will apply these considerations to recording the stories of the exile community of Spanish Civil War exiles on a digital platform.

In studying this topic, we will examine a number of exile texts including literary fiction, written narratives, periodicals, architecture, and murals. Of particular interest for our class discussions, we will focus on the relationship between the subject and the text.

Learning Goals:

During the semester students will set learning goals and chart their progress toward advanced proficiency markers per the ACTFL Proficiency Guidelines. Our use of technology will be guided by the ACTFL Role of Technology in Language Learning:

1. Interpretive mode: In engaging with course materials, students will be able to interpret and infer meaning from source texts.
2. Interpretive mode: Students read and apply literary theory regarding exile and identity.
3. Interpretive mode: Study the historical context of the works.
4. Interpersonal mode: In discussing texts, students will be able to debate issues, support their arguments, and maintain conversations on the given topic.
5. Presentational mode: In presenting on a topic, students will deliver detailed, organized, and sophisticated information.
6. Presentational mode: Students collaborate on presentational skills via digital platforms.

Upon completion of this course, students will be able to:

- Read and critically analyze exile literature.
- Understand the construction of narrative within the genre of exile literature.
- Identify the role of identity in the construction of the texts.
- Consider expressions of exile in space and time.
- Compare intellectual materials from exile authors and artists.
- Learn to use digital tools.
- Create a digital project.

Required Texts:

Texts featured in this course: Poetry, Fiction, Drama, Non-fiction, Architecture, and Artwork

You will have assigned readings for each class period. It is important that we "are on the same page," so please use the edition of the text indicated on this syllabus.

Writing Outside the Nation by Azade Seyhan (2001). ISBN: 0691050996

Exile and Cultural Hegemony: Spanish Intellectuals in Mexico. Sebastiaan Faber. ISBN 0826514227

Cantar de mío cid (excerpts on Blackboard)

Don Quijote Part II by Miguel de Cervantes (excerpts on Blackboard)

Canto general by Pablo Neruda (excerpts on Blackboard)

Tránsito by Max Aub (available on Blackboard)

Cornucopia de México by José Moreno Villa (Biblioteca virtual Miguel de Cervantes)

Selected articles from *España Peregrina* (excerpts on Blackboard)

Buildings by Félix Candela (images on Blackboard)

La Hispanidad mural by Josep Renau (images on Blackboard)

Additional literary theory articles will be available on Blackboard

Assessments and Grading:

Grading:
Reading reflections: 20%
Module projects: 20%
Mid-term exam: 20%
Final Project: 30%
Participation: 10%

Reading reflections: Before each class period, you will need to go to our class's Blackboard page. Under <u>Assignments</u> you will find reflection questions about the texts for the upcoming class. Please choose ONE question and write a 100-word response in SPANISH. These questions will guide our in-class discussions. Please pay attention to content, evidence, completeness, grammar, and spelling, as these factors will be assessed in your response.

Reading reflection evaluation:
- Exceptional- The post is focused and coherently integrates specific examples from course materials into the analysis. The reading response includes at least two useful examples that illustrates the point. One or two usage errors. (5/5 pts)
- Satisfactory- The post is reasonably focused and explanations are based on examples and evidence. At least one example connecting the text to ideas and new insights. At most three or four usage errors (4/5 pts)
- Underdeveloped- The post is mostly description or summary without consideration of alterative perspectives and has few connections made between ideas. More than four usage errors. (3/5 pts)
- Limited- The post is unfocused or simply rehashes previous comments. More than five usage errors. (2/5 pts)
- No credit- Post is incomplete, late, or consists of one or two disconnected sentences. (0/5 pts)

Module Digital Projects: For each module studied, students will work in groups of three to utilize a digital tool to further our textual analysis. Each tool will offer a different perspective for analysis: verbal, network, and geographic. Specific guidelines for each project are detailed at the end of the syllabus. These projects must be composed in SPANISH and are to be turned in at the end of each module as indicated on the course calendar. Using these tools will help you identify major themes and styles in the works, and will help you to think about how the information was constructed. Your analysis should emphasize a major plot point, main idea, theme, or possible omission within the text. As the semester progresses, you will be learning how to use the tools and will be generating the components of your final project.

Digital projects will be evaluated as follows:
- Argumentation: Project has a clear argument, analysis, and synthesis (25 pts)
- Evidence-based support: Central claim is supported by evidence from text and digital process (25 pts)
- Organization: Clear structure and logical progression of ideas (20 pts)
- Usage: Adherence to grammar, usage, and spelling standards (15 pts)
- Presentation: Able to discuss topic with nuance and accuracy (15 pts)

Mid-term Exam

Final Digital Project: Students will create a digital project of the life of a Spanish Civil War exile using 2 digital platforms.

Calendar:

Introduction Week 1:
> Introduction and course overview: How do we think about exile? What is digital humanities?

> Reading: Liu "The meaning of digital humanities"
> Reading: *Writing Outside the Nation* Chapter 1- "Neither Here/Nor There: The Culture of Exile"

Module 1: Exile and Canonical literature
Module 1 tool: Voyant Tools

Week 2: Exile in epic poetry. How does the early epic poem represent exile in Spain?
> M: Reading: Excerpts from *Cantar del mío cid*

> W: Literary theory reading: *The Cantar de Mio Cid: Poetic Creation in its Economic and Social Contexts*- Joseph Duggan- Chapter 5 (on Blackboard)

> F: Literary Lab Day: Watch tech tutorial video and come prepared to use the platform in class.
> How to use Voyant Tools: https://www.youtube.com/watch?v=v3shqQra0Y8

Week 3: Exile in classic fiction. How does Golden Age fiction present exile in Spain?
> M: Reading: Excerpts from *Don Quijote Part II*

> W: Literary theory readings:
> No Ordinary Man: The Life and Times of Miguel de Cervantes- Donald McCrory. Chapter 2.
> "Narrative and Agency: The Ricote Episode (Don Quijote II)"- Salvador Fajardo

> F: Literary Lab Day- continue work on your digital project

Week 4: How does literature provide a framework for future understandings of exile?
> M: "El Cid en la Generación del 27 y el exilio republicano español" -Carlos Mata Induráin.

> W: Literary theory reading: Sophia McClennen Chapter 1, Chapter 4

> F: Presentation of digital project #1

Module 2: Exile and Space

Module 2 tool: StoryMap

Week 5: Exile in poetry. Homeland and hostland- the two sides of exile.
> M: Readings: *Canto general* selections by Pablo Neruda AND selections by Rafael Alberti.

> W: Literary theory: Reading: *Writing Outside the Nation* Chapter 2: Geographies of Memory
> "El canto general and Latin American identity"
> Multiple Spaces: The Poetry of Rafael Alberti- Salvador Jiménez Fajardo. Chapter 5

> F: Literary Lab Day: Watch the tech tutorial video and come prepared to use the platform.
> https://www.youtube.com/watch?v=Tgleg4deDZM&t=5s

Week 6: Exile in drama. Who is affected by exile? Inner exile and outer exile.

M: *Tránsito* by Max Aub

W: Literary theory reading- excerpts from Ángel Borrás: El teatro del exilio de Max Aub

F: Literary Lab Day- continue work on your digital project

Week 7: Exile representations in space.
M: *El último piso* by Max Aub

W: Literary theory reading- excerpts from Paul Ilie *Inner Exile*

F: Presentation of digital project #2

Week 8: Mid-term Week
M: Review
W: Mid-term exam
F: *Fall break*

Module 3: Connections and Relationships in Exile
Module 3 tool: Gephi

Week 9: Exile relationships in non-fiction
M: *Los niños españoles de Morelia* Emeterio Payá Valera (Part 1)

W: *Los niños españoles de Morelia* Emeterio Payá Valera (Part 2)

F: *Writing Outside the Nation* Chapter 3: Autobiographical Voices with an Accent

Week 10: Exile relationships in periodicals
M: *España peregrina* selections

W: Selections from *Literary theory reading: El exilio republicano en México. Las revistas literarias*. Francisco Caudet.

F: Literary Lab Day: Please watch this tutorial video and come prepared to use the platform https://www.youtube.com/watch?v=371n3Ye9vVo

Week 11: Exile in guide books
M: *Cornucopia de México* by José Moreno Villa (selections)
Writing Outside the Nation Chapter 4: At Different Borders/On Common Grounds

W: Literary Lab Day- continue work on digital project

F: Presentations of digital projects
Module 4: Exile in art

Module 4 tool: Timeline

Week 12: Exile in architecture
M: *Exile and Cultural Hegemony: Spanish Intellectuals in Mexico*. Sebastiaan Faber

W: Buildings of Félix Candela
Theory: "The Affectiveness of Symbols: Materiality, Magicality, and the Limits of the Antisemiotic Turn" Newell.
Welcome to Your World: How the Built Environment Shapes our Lives- Goldhagen (selection)

F: Literary Lab Day- Watch this tutorial and come to class prepared to use the platform: https://www.youtube.com/watch?v=ZUVUjt7jd1c

Week 13: Exile in artwork
    M: *Exile and Cultural Hegemony: Spanish Intellectuals in Mexico*. Sebastiaan Faber

    W: *La Hispanidad* by Josep Renau

    F: Literary Lab Day- continue work on your digital project

Week 14: The Legacy of Exile
    M: Documentary:
El exilio republicano en México. La llegada del Sinaia a Veracruz.
https://www.ateneoesmex.com/inicio/documentales/ (by Universidad de Veracruz -a Mexican University)

    W: 80 años de la llegada de los primeros exiliados españoles a México (El País- a Spanish newspaper) https://www.ateneoesmex.com/inicio/documentales/

    F: Contributions of Spanish Civil War Exiles in Mexico- watch on https://www.ateneoesmex.com/inicio/documentacion-de-actividades/

Week 15: Final Thoughts.
    M: Literary Lab time

    W: Final Presentations

    F: Final Presentations

Digital Tool Projects

1. **Voyant Tools** – (voyant-tools.org) The underlying question for this module is: How do early literary works provide a framework for understanding exile? To demonstrate your understanding of the key themes of exile in these works, please use the program Voyant Tools. Please center your analysis on one of the following topics

   - Choosing the excerpts from El Cid or Don Quijote: can you determine any patterns about how exile was perceived based on descriptors? Did perceptions change across works or remain the same?
   - Using one of the primary texts, analyze how exiled figures were portrayed in literary works (is there a difference over time?)
   - Wild card: ask your own question.

   Methodology- You will need to copy the texts separately into Voyant Tools. Use the results of the textual analysis to identify key terms and patterns in the text.

   Presentation: Your group's presentation should consider how lexical patterns in the works are in dialog with the literary theory that we have read up to this point. You should feature at least two images from Voyant in your presentation. You may use Power Point, Google Slides, or a similar platform for your presentation. Your presentation will be in Spanish and should be between 5 and 7 minutes. You should provide a historical context for the works you are discussing, the methodology that you used for your analysis, explain what your hypothesis is after running your analysis, and provide examples to support your argument.

2. **StoryMap JS**- (storymap.knightlab.com) The underlying question for this module is: How is exile expressed spatially? To demonstrate your understanding of the geographies of exile, please use the website StoryMap. Please frame your map around the following topic:

   - Trace the actual/imagined movements of one of Aub's characters

   Methodology- You will create a map presentation that represents the experiences of Aub's protagonists.

   Presentation: Your group's presentation should consider the use of space in the works of an exiled writer. You should consider points in space, who occupies space, how points in space are connected, and how they overlap or separate. You may build your entire project in StoryMap. The text component of your assignment is contained in the story map. The text on each of your slides should amount to 75-100 (per slide). In your story map you will create 5 "slides" – the first one an introduction to your project (as you would write an intro for an essay), three slides that demonstrate your observations using maps, images, and text, and a conclusion that explains what your maps demonstrate. Your presentation will be in Spanish and should be between 5 and 7 minutes. You should provide a historical context for the works you are discussing, the literary and spatial theory that you used for your analysis, explain what your conceptualization of exile space, and provide examples to support your argument.

3. **Gephi**- (gephi.org) The underlying question for this module is: How are relationships and connections shown in exile works? As we've seen up to this point, the exiles of the Spanish Civil War often associated with each other in Mexico and maintained connections to Spain via work, social, and family relationships. To demonstrate your understanding of these relationships, please use the program Gephi.

   - You will produce one network visualization. Based on your graph, what do you think is the most central (most connected) relationship/person/organization? Remember that this is your analysis based on how you defined relationships, and your graphs will reflect your observations and not necessarily those of your classmates.

   Methodology- You will plot the relationships between the exiles living in Mexico and their connections to Spain. Gephi will require you to make a lot of choices about how you define relationships. In your analysis, is a relationship defined by meetings, by writing about others, by publishing in the same places? Once you have defined your terms, you will need to enter the nodes (people) and edges (connections) into your spreadsheet. Once you have your spreadsheets complete, upload the document to Gephi and plot the connections between the people featured in one of the texts.

   Presentation: Your group's presentation will be in Spanish and should be between 5 and 7 minutes. You should provide a historical context for the works you are discussing, the theory that you used for your analysis, how you defined relationships, explain what your hypothesis is after running your analysis, and provide examples to support your argument.

4. **Timeline**- (Timeline.knightlab.com) The underlying question for this module is: how does the life of the individual in exile fit into the larger historical narrative?

Methodology- Choose an artist that sought exile in Mexico after the Spanish Civil War. Create a timeline with at least ten points using Google spreadsheet. Write each event as part of a narrative about the artist and the events of the Spanish Civil War.

Presentation- Your group's presentation will be in Spanish and should be between 5 and 7 minutes. You should provide a historical context for the works you are discussing, the theory that you used for your analysis, explain what your hypothesis, and provide examples to support your argument.

Final project:
Throughout the semester, we will have experimented with different digital tools and have seen various representations of exile. For your final project, use TWO of the platforms that we have seen during the semester to highlight the history, life, travels, and artistic contributions of a Spanish Civil War exile. You will give a 15-minute presentation in class explaining how approached your research question, detailing your experience using the digital platform, and describing whether you answered the question you posed or whether you ended up asking a new question entirely.