Citizen Project Proposal

For my Citizen Project I will focus on activities celebrating the bicentennial of Argentina’s independence from Spain. These activities will involve faculty from multiple departments, students, and the local communities. By February 2016 I will have:

- Assisted in planning a symposium to be held on February 25. The symposium will focus on the idea of Argentina 200 years after its official birth. We have and will invite guest speakers and participants for this one-day symposium. Specifically, I am working with Jeffrey Shumway from the History Department and with members of the Kennedy Center and Latin American Studies. We have invited colleagues from the Universidad de Buenos Aires and Weber State University to participate and will have invited a few more scholars to present.
- Planned and secured time and space for a cultural celebration featuring both student community performers. The celebration will highlight Argentina and will feature music, dance, and refreshments.
- Invited faculty colleagues to present in my class on Argentina regarding their expertise. In particular I will invite my colleagues David Laraway and Erik Larson to speak about Argentine culture and literature. Jeff Shumway from the History Department and my department colleague Fred Williams will also be invited to speak about specifics topics in Argentine history.
Faculty Development Plan for Mac J. Wilson

Self Assessment

In August of 2013 I arrived at BYU as a Visiting Instructor even as I strove to finish my PhD in Spanish from Rutgers University. Over a year ago in April, 2014 I began my current position as Assistant Professor and I received my PhD earlier this year in March. Though I come to BYU straight out of my PhD program I bring a diverse history of teaching in the areas of language, writing, history, literature, and culture. My scholarship is young and though I have published only one article to date, I have been fortunate to work with some of the most prominent scholars in my field through conference panels and academic networking. I hope to maintain these connections and make new ones by contributing to the field as a representative of my research and BYU. I have the fortune to be at the forefront of a growing field of study in Latin American literature that examines its relationship to the natural world and I hope to help expand and deepen the field with my specific expertise in what is known as ecopoetry. As a teacher I plan to integrate my research into my classes while I also strive to finetune the core classes – Spanish 339 and 355 – of the Spanish and Portuguese Department that I teach on a regular basis. Teaching these essential classes is an important part of my citizenship in the department because I help lift the collective workload they place on personnel resources. In addition to this department service, during my short time here at BYU I have been fortunate to organize a special event that emphasized both the scholarly and practical aims of a BYU education. I invited Silvia Viñas, an alumna of our department, who is now an editor and producer of Radio ambulante, a groundbreaking Spanish-language radio program and podcast. More than a hundred students and faculty attended and by all accounts the event was a success. I hope to seize more opportunities to organize similar events to that of Viñas’s visit that will involve and encourage both faculty and students to participate in the cultures we study and teach.

The following sections outline some of my more immediate goals regarding the three areas of my stewardship here at BYU.
Citizenship
Currently I am heading the Peer Teaching Initiative, a program that seeks to encourage collaboration and peer-support for teaching within the Department of Spanish and Portuguese. As part of this responsibility I remind my colleagues to visit the classes of their mentors and vise versa. I encourage my colleagues to work with one another to improve their teaching. In addition to heading the Peer Teaching Initiative, I serve on three departmental committees: Spanish 441/451; Minicourses; MA Reading List. These responsibilities have given me a good understanding of how I can contribute to the department’s goals by shouldering my share of the work. Though I see these as responsibilities I also see them as opportunities to learn more about both curriculum and administration within the department. I have attended all of my required meetings and have strove to contribute to discussions and decisions as far as my position permits me. Beyond these general goals to participate and collaborate I have the following more specific goals:

- To develop a digital repository to aid the peer-teaching initiative in our department. This repository will gather scholarship that supports peer-evaluation and focuses on constructive feedback as well as idea sharing to increase department-wide best practices. The repository will also hold tools and resources for peer review.
  - Goal deadline: Beginning of Spring 2016

- To collaborate with one or two colleagues who teach the same course content – specifically, Span 355 – by coordinating shared cultural opportunities for our students and by sharing ideas regarding our curriculum. These cultural opportunities include a documentary series curated by the faculty and small
inter-class group projects that take students out into the local hispanic communities.

- Goal deadline: Fall 2016

- To help organize and carry-out events that bring together various disciplines and communities. Specifically I am planning a series of events to celebrate the bicentennial of Argentine independence for the winter semester of 2016. Working with Jeffrey Shumway, a senior colleague from the History Department, I am organizing a symposium that relates Argentine fight for independence to national identity and culture today. We also hope to work with colleagues across campus to organize cultural events such as film showings, musical performances, and a food festival. I hope to coordinate these events in order to gather departments and colleges together with the community to better connect what we do at BYU with the residents of Provo and Utah County.

  - Goal deadline: Winter 2016

Teaching

As an assistant professor of Spanish at BYU I plan to serve my department by teaching core classes and by adding to our curriculum with courses based on my area of expertise. As part of my role as a teacher I also plan to continue developing ways to form meaningful relationships with students so as to create an atmosphere of trust, which I feel is essential to long-term learning. So far I have taught the same two core courses over the past two years – Span 355 and Span 339 – and have enjoyed improving my teaching and, hopefully, my students’ overall learning experience from semester to semester. As I begin to teach more specialized courses I intend on connecting my research and teaching by sharing some of my research questions and problems with my students. I hope to take full advantage of learning even as I am teaching. My specific teaching goals for the near future are the following:
To develop prompts to encourage students to complete difficult reading assignments in my Span 355 course. These prompts will give the students both an introduction to the readings and guide them to understand core concepts. My hope is that these prompts will both encourage reading and prepare students to be more engaged in class discussion.
  o Goal deadline: Fall 2015

To improve the video project assignment that I give my students. The video project that I assign in my courses is usually the most challenging and rewarding for my students. I will work on clarifying guidelines and expectations for this assignment so that though the task is daunting it will be worthwhile because it is intellectually rigorous, rather than confusing. To better understand what my students will have to do, I too will complete the assignment before the semester begins.
  o Goal deadline: Fall 2015

To prepare Spanish 356, a new culture course focused on Argentine national identity. This will be the first time that this course will be taught in my department and I am looking forward to forging the path for my colleagues. Since this course is a specialized culture course – each instructor chooses the focus of the class – I will concentrate on the formation and expression of Argentine cultural identity. I plan to connect this course to my citizenship goal to celebrate the bicentennial of Argentine independence. My students will participate in the symposium and cultural events celebrating Argentina’s bicentennial.
  o Goal deadline: Ready to teach in Winter 2016
Scholarship
My immediate and future goals regarding my scholarship are all connected by way of three fundamental interests: Latin American literature, ecocriticism, and visual culture. I feel that I have a wonderful opportunity to contribute to the larger field of study in Latin American literary criticism through the burgeoning subfield of ecocritical literary analysis. Currently my focus is on contemporary ecological poetry, or ecopoetry, from the Southern Cone of South America. My more immediate goals are guided by this focus. Though I look forward to contributing to an emergent field of study I also recognize that I must place my scholarship wisely so that those who would benefit from my research may find it. This challenge to find the right audience has guided me to diversify my network of research colleagues. I have found connections in both anglo-centered ecocritical networks and Latin American literary circles. In addition to these main networks I am interested in pursuing connections with visual studies groups. My hope is that I can get a better feel of how to appeal to publications in these fields while still maintaining my academic freedom and creativity. As I note below in one of my immediate goals, however, I am also concerned with varying my scholarship interests. By doing so I intend to support my teaching by keeping it up to date in more than just my specialized fields of interest. My more immediate scholarship goals are as follows:

- Finish writing and polishing for publication my article, “Scheherazade, Achilles, and Borges: ‘El sur’ as an Infinitive Narrative,” which is a narratological study of Jorge Luis Borges’s story “El sur.” While the line of reading reflected in this article is outside of my central research interests it allows me to strengthen my knowledge in two fundamental subjects in the larger field of Latin American literature: Jorge Luis Borges and the short story genre. This desire to contribute to a larger field comes with the desire to appeal to more readers. I have already presented on this article at a conference and have put an abstract on Academia.edu. Based on the website’s analytics, this abstract has attracted more interest than any other of my articles or presentation abstracts. In fact, the abstract for this article has received enough views at times to put me into the top 4 – 2% of pageviews of the website for certain periods of time. I intend to send
this article to either Variaciones Borges or a top-tier journal such as Revista Iberoamericana.

  o Goal deadline: Beginning of Fall 2015

- Revise and expand my latest conference paper on the subject of the 1959 Venezuelan documentary, Araya and its ecological sensibility. Though this article connects to my dissertation and central research interests, it ventures off into two new areas of inquiry for me: Latin American social documentary film and Venezuelan literature and culture. I presented this paper in May 2015 at the Latin American Studies Association conference in Puerto Rico. From the conference experience I was able to better gauge where I should develop my research further. Deciding where to send this future article is a good example of how my work can be of interest to several different fields. At this point I feel that the article might fit best in Ecozon@ in an upcoming issue regarding Latin American ecocriticism. To be able to send an article for this particular issue I would have to have it ready by the summer of 2016.
  o Goal deadline: Summer 2016

- Reappropriate dissertation into several articles. This is a goal that I plan on meeting one article at a time beginning with my work on the Argentine poet Juan L. Ortiz. I am developing a research project to travel to Argentina in the Summer of 2016 to travel to Ortiz’s native province, Entre Ríos, to look deeper into his biography and to make connections with several Argentine academics who have written about Ortiz’s work. My hope is that this research will support and/or clarify the research and writing that I have already done. Depending on the result of my research I may extend my work on Ortiz into a book-length monograph.
  o Goal deadline: Summer 2017
Summary

Now that I have successfully defended my dissertation I feel I have a wonderful opportunity to begin my CFS clock on the right foot. My confidence in my future stems from having two years of teaching under my belt here at BYU as well as the generous support of my colleagues. I believe that my goals are reachable yet challenging enough to contribute to my development as a faculty member of my department and BYU at large. I look forward to pursuing and meeting my goals now and in the future.
My immediate and future goals regarding my scholarship are all connected by way of three fundamental interests: Latin American literature; ecocriticism; and visual culture. I feel that I have a wonderful opportunity to contribute to the larger field of study in Latin American literary criticism through the burgeoning subfield of ecocritical literary analysis. Currently my focus is on contemporary ecological poetry, or ecopoetry, from the Southern Cone of South America; my more immediate goals are guided by this focus. Though I look forward to contributing to an emergent field of study I also recognize that I must place my scholarship wisely so that those who would benefit from from my research may find it. This challenge to find the right audience has guided me to diversify my network of research colleagues. I have found connections in both anglo-centered ecocritical networks and Latin American literary circles. In addition to these main networks I am interested in pursuing connections with visual studies groups. My hope is that I can get a better feel of how to appeal to publications in these fields while still maintaining my academic freedom and creativity. As I note below in one of my immediate goals, however, I am also concerned with varying my scholarship interests. By varying my scholarship I intend to support my teaching by keeping it up to date in more than just my specialized fields of interest.

Goals:

By February 2016 I hope to
- Have my article on Jorge Luis Borges’s short story “El sur” accepted for publication in either Variciones Borges or in Confluencia.
- Have a summer of 2016 project proposal finished to perform research in Argentina regarding Juan L. Ortiz’s life and work.
- Establish a regular schedule for writing.
- Develop a three year plan to publish 4 articles.

To become more productive I will implement the following specific strategies of scholarly production:
- Begin writing before research is complete.
- Break up writing into manageable pieces that I can complete in a few hours a day.
- Set aside time to read canonical and up-to-date scholarship in my field

In order to evaluate my Scholarship Strategies Project’s success I will discuss with both my mentor and chair my goals and how I have or have not met them.
Descripción del curso

Este curso propone el análisis de las relaciones entre las culturas y las naturalezas de Hispanoamérica a través de la poesía, desde el cambio del siglo XIX hasta la posmodernidad y la globalización del siglo XXI. El curso se organizará en torno a algunos problemas claves: el sentido de lugar o las ideas geográfico-ideológicas sobre “América” y el cosmopolitismo, las relaciones entre humanos y no humanos, el indigenismo y la recuperación de la identidad a través de la conexión con la tierra, los conflictos político-culturales y la posibilidad de reconciliación a través de la poesía y de una relación ecológica con la naturaleza en crisis. Partiendo de las lecturas, se establecerán vínculos entre la poesía y otras expresiones culturales como la pintura y la fotografía, la música, y el cine.

Prerequisitos

Span 339 y Span 451

Learning Outcomes y Objetivos

Poetry Interpretation

- Demonstrate critical acuity in interpreting individual poems, making appropriate reference to formal poetic devices.

Poetry Contexts

- Demonstrate a grasp of the historical, social, and literary contexts of the poems and poets studied.

Research Paper

- Express one's insights in a research paper that makes appropriate use of secondary sources.

Objetivo 1

- Explorar la complejidad de las relaciones humano – nohumanos en el contexto de las culturas hispanoamericanas

Objetivo 2

- Introducir los desafíos de la construcción de la nación hispana paralela a la construcción de un paisaje autóctono
Objetivo 3
- Problematizar la expresión poética según clase social, género y raza

Objetivo 4
- Elaborar la conciencia ecológica en la poesía hispanoamericana contemporánea

Materiales

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Escala de notas

Notas  | Porcentaje
------|-----------
A      | 93%       
A-     | 90%       
B+     | 87%       
B      | 83%       
B-     | 80%       
C+     | 77%       
C      | 73%       
C-     | 70%       
D+     | 67%       
D      | 63%       
D-     | 60%       
E      | 0%        

División de los porcentajes

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Política de las notas

A: Excellent mastery of subject material. Completes all course requirements on time with precision and insight. Shows exceptional skill in manipulation of concepts targeted in course. Contributes to a
stimulating classroom environment by attending all class sessions, by participating in class discussions and by interacting with other students. An "A" student demonstrates so much enthusiasm for course material that he/she goes beyond assigned material to discover new concepts or to acquire new skills on his/her own.

B: Good mastery of subject. Completes all assignments on time with precision and insight. Attends class regularly and participates in discussions. All graded work shows above average mastery of material.

C: Limited mastery of subject. Meets minimum course expectations and demonstrates moderate understanding of material on examinations and/or tests.

D: Borderline understanding of subject.

E: Unacceptable . . .

**Política de la participación**

La asistencia y la participación son obligatorias y por lo tanto la presencia en clase por sí misma merece solamente parte de una calificación de la nota de participación. Cada estudiante deberá leer y preparar las lecturas antes de la sesión de clase. Como las clases son para discutir y reflexionar en grupo, se requiere la participación activa durante las sesiones de clase. Los estudiantes, además, deben traer todos los materiales de lectura necesarios para cada sesión.

1. Participar activamente en clase se basa primeramente en estar atento al profesor y a los otros estudiantes, lo cual se demuestra al participar en la conversación de la clase sin estar distraído ni dormido.

2. Los estudiantes son responsables de prepararse con la lectura para el día correspondiente, lo cual incluye tener la lectura disponible en clase.

3. Para cada sesión de clase se evaluará la participación y asistencia de los estudiantes. Si algún estudiante falta a clase sin un justificativo válido no recibirá los puntos para ese día. Si el estudiante asiste a clase, pero no participa en ella, perderá puntos para ese día. Si el estudiante participa activamente y adecuadamente en la discusión de clase, podrá recibir el máximo para esa clase.

4. Cada estudiante puede faltar hasta 3 clases sin mayores penalizaciones de participación (recibe, sin embargo, un 0 en participación para ese día). Después de faltar a tres clases, el estudiante pierde 5% de su nota de participación por cada falta. A faltar más que 10 clases, el estudiante pone el peligro su nota final y puede que reciba una E.

5. Los estudiantes que lleguen más de 10 minutos tarde a clase, perderán puntos de participación. Tres atrasos son considerados como una falta. Hasta 10 minutos de atraso, el estudiante todavía puede recibir el máximo de puntos para la clase. El estudiante que llegue más de 10 minutos tarde a clase no puede recibir más de la mitad de los puntos de participación para ese día. Si no participa, perderá puntos adicionales.
6. **El uso de teléfonos celulares y dispositivos móviles está prohibido.** El estudiante que use esta tecnología durante la clase sin permiso del profesor perderá por lo menos la mitad de los puntos de participación para ese día.

**Filosofía de enseñanza**

En esta clase vamos a leer, hablar y escribir. Cada uno de estas acciones es esencial para aprovechar enteramente la materia. A faltar una de estas acciones uno pierde su tiempo y su esfuerzo. Aunque la nota final refleja el nivel de atención prestada y cuidado tomado a la clase y su materia, se espera que el estudiante trabaje para seguir aprendiendo aun después de su examen final.

¿**Para qué escribir sobre la poesía?**

¿Para qué escribir sobre la poesía? ¿Para qué escribir? En nuestra clase vamos a escribir para aprender y aprender a escribir aun al completar nuestras lecturas. Se espera que puedan considerar al curso como un lugar beneficioso para aprender a afilar y pulir sus pensamiento a través de la escritura. De hecho, escribir es pensar en voz alta – si uno pudiera elegir solamente sus pensamientos más claros e importantes para comunicar. El proceso de escribir ayuda a filtrar los pensamientos para sacar toda la confusión, distracción y superfluidad del razonamiento, descripción y análisis. Este proceso de filtrar es la razón por la cual escribir es tan necesario en casi cualquier profesión: demostrar que se puede escribir claramente es demostrar que se ha prestado suficiente atención a la solución o argumento en cuestión. Escribir bien refleja un alto nivel de profesionalismo, razonamiento crítico, inteligencia y otras cualidades deseadas para un empleador/a, empleado/a y colega.

Concerniente a la poesía y esta clase específicamente, escribiremos para entender los poemas que leemos y para expresarnos según nuestra lectura. Los académicos que escriben exitosamente sobre la poesía logran reflejar el significado e importancia del poema o poemas estudiados a la vez que mantienen una distancia crítica y objetiva. En nuestra clase aprenderemos escribir sobre los poemas utilizando el mismo modelo que el de los académicos.

**Lecturas digitales**

Hay varias lecturas electrónicas durante el semestre que se encontrarán en Learning Suite u otro sitio del internet. Cada estudiante es responsable de imprimir los textos, leerlos y traerlos a clase en el día correspondiente.

**Sesiones de in situ**

Varías veces durante el semestre se tendrán sesiones de clase in situ. Para estas sesiones saldremos afuera para leer los poemas en el aire libre. Cada estudiante tiene la responsabilidad tener la ropa adecuada para estar afuera durante la clase. En caso de trastornos climáticos la sesión se postergará.
Visitas especiales

De vez en cuando tendremos una visita especial en clase. Cada estudiante debe venir a clase preparado para interactuar con la visita. Esta interacción incluye tener la lectura hecha por el día y tener preguntas preparadas para la visita.

Advertencia del contenido

Se advierte a cada estudiante que en esta clase se tocarán temas de índole mundano. Entre las lecturas e imágenes de esta clase se verán temas de violencia, sensualidad y lenguaje fuerte.

Las unidades temáticas del curso:

- **Unidad 1: Introducción a poesía**
  - Discusión: la naturaleza de la poesía
  - Texto(s) principal(es): *El arco y la lira*

- **Unidad 2: La vanguardia y el Indigenismo**
  - Discusión: La esencia de la relación entre la literatura y la naturaleza.
  - Texto(s) principal(es): Artículos sobre la ecocritica y la filosofía natural

- **Unidad 3: La ecopoesía hispanoamericano 1: fundaciones**
  - Discusión: la ecopoesía hispanoamericano que discute sobre la relación entre los humanos y lo no humanos antes de la crisis ambiental
  - Texto(s) principal(es): Juan L. Ortiz, Pablo Neruda, Antonio Cisneros

- **Unidad 4: La ecopoesía hispanoamericano 2: después de la crisis ambiental**
  - Discusión: la ecopoesía hispanoamericano después de la rupción de los crises ambientales mundiales y locales.
  - Texto(s) principal(es): José Emilio Pacheco, Coral Bracho, varios autores

- **Unidad 5: Más allá del texto: la ecopoética**
  - Discusión: la aparencia de la ecopoética en la musica, el cine y el arte hispanoamericano
  - Texto(s) principal(es): varias películas y piezas de música y arte ecopoética

Políticas de la universidad

**Honor Code**

*In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and every instructor’s expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.*

**Sexual Misconduct**
As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at 9coordinator@byu.edu or 801-422-2130 or Ethics Point at https://titleix.byu.edu/report-concern or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at http://titleix.byu.edu.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.