



Instituto Universitario
de Investigación en
Estudios Norteamericanos
"Benjamin Franklin"

INTRODUCTION TO LATIN AMERICAN LITERATURE

COURSE DESCRIPTION

This course teaches about Latin American literature based on the most relevant topics of contemporary Latin American culture: hybridity, migration, colonization, visual culture, modernity, etc. The course will cover the different literary genres through the reading of a selection of works that reflect the world of the most current Hispanic American literature.

OBJECTIVES

The objectives of this course are divided into general objectives and specific objectives.

General objectives:

- To identify the main countries that belong to Latin America based on their literature.
- To identify the most frequent topics and characteristics in Latin American literature from the 19th to the 21st century.
- To identify the main literary movements in Latin America, as well as their most relevant authors.
- To reconstruct the evolution of the ideas of the contemporary Spanish-American literary scene based on the historical analysis of the works discussed in class.

Specific objectives:

- To identify in the texts the identity of the Hispanic American people as compared to the European identity.
- To understand the importance of the evolution of the literature written in Spanish in America.
- To develop the reading comprehension skills and the capacity of analysis applied to the literary texts discussed in class.
- To expand the knowledge taught in class through lectures and using the pedagogical tools offered (webpages, videos, visits to museums, etc.).
- To discuss the literary work of different Hispanic American authors, both in form and content, helping students to understand the literary and social phenomenon.

METHODOLOGY

This course will be taught using a theoretical-practical approach. The Professor will mostly rely on the selection of representative texts that explained in the schedule section of this syllabus. He will focus on the literary, historical and social context of each of the authors presented, and then focus on the analysis of the works indicated.

Students are required to participate in the construction of the knowledge that this course tries to provide. Moreover, they must actively participate in the debates and analysis of the texts during the onsite sessions. On the other hand, students must read the texts assigned and do the reading comprehension exercises from the Course Materials (see "Bibliography" section).

The Professor will also provide audio-visual materials, photographs, bibliography and links to web pages to complement the lectures. Moreover, there will also be two complementary and mandatory activities.

EVALUATION

The evaluation procedures that will be used will attempt to combine different elements in order to make sure that all the students can develop their skills. Ongoing student work will be the main criterion of the evaluation. Consequently, the overall assessment will be based on students' participation in the theoretical and practical sessions, exercises, projects and written tests as well as participation in the activities of the course. The percentage of the grade that will be assigned to each of the evaluation criteria will be distributed as follows:

• Class participation	20%
• Midterm exam	40%
• Final xam	40%

Class participation: Participation must be active, that is to say, the student should not only ask questions but also make comments and analyze the texts. In addition, students must read the texts assigned by the Professor and do the exercises related to the text. This aspect is worth **20%** of the final grade.

Midterm exam: There will be a midterm exam in the middle of the course and it will cover the topics studied in class by that time. The exam will consist in answering **three essay questions** related to the authors and the works studied in class. The answer to each question will be assessed following the criteria explained below, which indicates the maximum score assigned to each aspect. The maximum will be of 10 points. The final grade of the exam will be the result of the average grade of each answer. This aspect is worth **40%** of the final grade.

- Knowledge and application of content (2.5 points)
- Personal ideas and reasoning based on the contents (2.5 points)
- Structure and consistency (2 points)
- Further information related to the contents of the book (1,5 points)
- Use of specific language (1 point)
- Spelling and writing (0.5 points)

Final exam: There will be a final exam at the end of the course and it will cover the topics studied in the second part of the course. The exam will consist in answering **three essay questions** related to the authors and the books studied in class. The answer to each question will be assessed following the same criteria used for the midterm exam with a maximum score assigned to different aspects. The maximum will be of 10 points. This aspect is worth **40%** of the final grade.

For any attempt of copying or plagiarism in the midterm or final exam, the student will fail the course (grade 0) and he/she will not have the right to any kind of remedial exams.

Complementary activities

The course includes two complementary academic activities to be determined. They can be changed and other cultural events of educational interest may be added. The date of the complementary activities will be established at the beginning of the course and may be altered. The Centers that are to be visited according to the schedule reserve their right to change the date according to their needs or considering unforeseen administrative eventualities.

ATTENDANCE

Attendance is **MANDATORY** for both onsite lessons and out-of-class activities. If the student is absent for more than the allowed limit (**one class absence in the July program**), the final grade will reflect a decrease of **10 points** for each non-attendance that has not been excused by a doctor's certificate or by your Program Director. It is the individual responsibility of the student to make up any missed content about the subject taught in class the day the student was absent.

CLASS SCHEDULE

TOPIC	ASSIGNMENTS
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Chile

1. Overview of the course: Latin America as a melting pot.	1. Presentation I: Chile. 2. Reading: "Ese pueblo dentro de mi cabeza".
Isabel Allende, "Ese pueblo dentro de mi cabeza".	1. Presentation II: Argentina 2. Reading: "Tú me quieres blanca".

Argentina

Alfonsina Storni: "Tú me quieres blanca".	Reading: "La noche boca arriba".
Julio Cortázar: "La noche boca arriba".	1. Presentation III: Uruguay. 2. Reading: Una carta de amor.

Uruguay

Mario Benedetti: "Una carta de amor".	Reading: "El derecho al delirio".
Eduardo Galeano: "Derecho al delirio".	1. Presentation IV: Bolivia. 2. Reading: "Imágenes de PhotoShop".

Bolivia

Edmundo Paz Soldán: "Imágenes de photoShop".	
Icíar Bollaín: "También la lluvia".	1. Presentation V: Perú. 2. Reading: "Los heraldos negros" y "Masa".

Perú

César Vallejo: "Los heraldos Negros" y "Masa".	1. Presentation VI: Colombia. 2. Reading: "La prodigiosa tarde de Baltazar".
Cervantes's Day: No class	

Colombia

Gabriel García Márquez: "La prodigiosa tarde de Baltazar".	Reading: "La mujer que llegaba a las seis".
"La mujer que llegaba a las seis".	Review for the exam.

Review and exam

Activities to review for the midterm exam.	Study for the exam..
Midterm exam	<ol style="list-style-type: none">1. Presentation VII: Venezuela.2. Reading: "Notas sobre el Vasallaje".

Venezuela

Arturo Uslar Pietri: "Notas sobre el vasallaje".	<ol style="list-style-type: none">1. Presentation VIII: Costa Rica.2. Reading: "Blancanieves y compañía".
Teresa de la Parra: "Blancanieves y Compañía".	<ol style="list-style-type: none">1. Presentation IX: Costa Rica.2. Reading: "La paz no tiene fronteras".

Costa Rica and Uruguay

Oscar Sanz Arias: "La paz no tiene fronteras".	<ol style="list-style-type: none">1. Presentation X: Uruguay.2. Readings: "La higuera" y "Rebelde".
Juana de Ibarbourou: "La higuera" y "Rebelde".	<ol style="list-style-type: none">1. Presentation XI: Nicaragua.2. Reading: "A Roosevelt".

Nicaragua

Rubén Darío: "A Roosevelt".	Reading: "Canción de otoño en primavera".
"Canción de otoño en primavera".	<ol style="list-style-type: none">1. Presentation XII: Puerto Rico.2. Reading: "Danza Negra" y "El gallo".

Puerto Rico and El Salvador	
Luis Palés Matos: “Danza negra” y “El gallo”.	Presentation XIII: El Salvador.
Voces Inocentes.	<ol style="list-style-type: none"> 1. Presentation XIV: Guatemala. 2. Reading: <i>Me llamo Rigoberta Menchú y así me nació la conciencia</i>.

Guatemala	
Rigoberta Menchú: Fragments from <i>Me llamo Rigoberta Menchú y así me nació la conciencia</i> .	Reading: <i>Me llamo Rigoberta Menchú y así me nació la conciencia</i> .
Fragments from <i>Me llamo Rigoberta Menchú y así me nació la conciencia</i> .	<ol style="list-style-type: none"> 1. Presentation XV: México. 2. Reading: “Los hijos de la Malinche”.

Mexico	
Octavio Paz: “Los hijos de la Malinche”.	Reading: “Hombres necios”.
Sor Juana Inés de la Cruz: “Hombres necios”.	<ol style="list-style-type: none"> 1. Presentation XVI: Cuba 2. Reading: “Nuestra América”.

Cuba	
José Martí: “Nuestra América”.	Reading: “Versos sencillos”.
“Versos Sencillos”.	Review for final exam.

Review and Final exam	
Activities to review for the final exam.	Study for the final exam
Final exam	

NOTE: This syllabus is subject to change. The final syllabus will be given to students on the first day of class.

BIBLIOGRAPHY

Course materials

The student must buy the textbook for the course from the Photocopy Center (Reprografía) at Colegio de Málaga: *Introducción a la literatura latinoamericana*.

Additional readings

They can be found at the library from the University of Alcalá.

Rodríguez Fernández, Mario. *Cuentos hispanoamericanos*. Santiago de Chile: Editorial Universitaria, 1995.

Hahn, Óscar. *Antología del cuento fantástico hispanoamericano siglo XX*. Santiago de Chile: Editorial Universitaria, 1995.

Jiménez, José Olivio. *Antología de la poesía hispanoamericana contemporánea 1914-1987*. Madrid: Alianza Editorial, 2000

Oviedo, José Miguel. *Historia de la literatura hispanoamericana*. Madrid: Alianza, 1995.

Bellini, Giuseppe. *Nueva historia de la literatura hispanoamericana*. Madrid: Castalia, 1998.

González Echevarría, Roberto y Enrique Pupo-Walker. *Historia de la literatura hispanoamericana*. Madrid: Gredos, 2006.

WE WILL ONLY SPEAK IN SPANISH

In class we are going to speak only in Spanish. The use of English in the classroom would prevent the total immersion of the student in the process of learning Spanish. Moreover, it is important to emphasize that in order to understand and enjoy the class we will ask for an additional effort of terminological adaptation with the sole aim of helping the student get used to the specific jargon of the professional field. For a better understanding of the class a medium-high level of Spanish is recommended.