



DEGREE CURRICULUM  
**SPANISH AMERICAN LITERATURE I**

Coordination: ROMERO MORALES, YASMINA DEL ROCÍO

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	SPANISH AMERICAN LITERATURE I			
<b>Code</b>	101053			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Hispanic Philology	1	COMMON/CORE	Attendance-based
	Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hyspanic Philology	3	COMMON/CORE	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	ROMERO MORALES, YASMINA DEL ROCÍO			
<b>Department</b>	CLASSICAL, FRENCH AND HISPANIC STUDIES			
<b>Teaching load distribution between lectures and independent student work</b>	Classroom sessions: 60h Student individual work: 90h			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Spanish			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CONESA CORTÉS, ROSA MARIA	rosa.conesa@udl.cat	3	
ROMERO MORALES, YASMINA DEL ROCÍO	yasmina.romero@udl.cat	3	

## Subject's extra information

This course explores the development of Spanish American literature from pre-Columbian cultures to the mid-nineteenth century, considering both the periodization and literary movements in which their authors and texts are inserted, as well as the social, political and cultural dynamics that shaped their production.

The selected readings as well as the suggested analyzes are organized according to the different debates and stages from which Spanish American literary criticism has studied the works, authors and literary movements that have shaped what has come to be called Spanish American literature. In this sense, this course seeks that the students be able to distinguish the particularities of Spanish American literature and culture, along with the analysis of the required readings taking into consideration both the historical and social framework of their production as well as the critical approaches of the Spanish American literary criticism.

<b>Prerequisites</b>	International students enrolled through mobility or exchange programs (for example, Erasmus +) must bear in mind that this subject requires oral and written knowledge of the Spanish language corresponding to a higher level (B2/C2 of the European Framework of References of Languages).
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## Learning objectives

- O.1. To bring students closer to models of periodization of the history of Latin American literature, from pre-Columbian cultures to the mid-nineteenth century.
- O.2. Delve into the learning and reflection of Latin American literary texts, through text comments that consider the specificities of the historical and social framework of their production.
- O. 3. Learn to work with texts of literary and cultural criticism linked to Hispanic American studies.
- O.4. Develop critical and reflective thinking about Hispanic-American literature and in relation to cultural problems and Hispanic-American literary criticism.
- O.5. Learn the management of resources, sources and techniques necessary for learning, research and reflection on Hispanic American literature.

## Competences

### Basic skills

CB3 Ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

### General skills

CG1 Demonstrate capacity for analysis and synthesis.

CG2 Analyze and evaluate a topic or subject, applying critical and objective reasoning.

### Specific skills

CE17 Know the theoretical foundations of literature, the movements of literary history and the currents of literary criticism.

CE18 Know how to interpret and judge literary texts from a critical perspective.

CE19 Know how to identify the relationships between historical and social events and literary production, throughout the various historical periods and cultural frameworks, especially in the Hispanic world.

### Transversal skills

CT1 Acquire an adequate understanding and oral and written expression of Catalan and Spanish.

## Subject contents

1. Introduction to Hispanic American literature: Hispanic, Latin American, American or Ibero-American literature? Geographical and linguistic contours.
2. America was already there: alterity and invention.
3. Pre-Columbian literature. *Poem of the Incas*. The poetry of the Incas.
4. Colonial literature (I). The Chronicles of the Indies in the origin of the Latin American literary tradition. Fray Bartolomé de las Casas and the Inca Garcilaso de la Vega.
5. Colonial literature (II). Renaissance epic poetry. *La Araucana* (1569) by Alonso de Ercilla. Baroque lyrical poetry: Sor Juana Inés de la Cruz.
6. Latin American literature after the wars of Independence. Consequences, dictatorships, writers and politics. Movements and literary genres: Romanticism and realism. Romantic poetry: José Hernández's *Martín Fierro*. The novel, guys. *The Periquillo Sarniento* (1816) by José Joaquín Fernández de Lizardi.

## Methodology

The course will be taught in two weekly sessions in the classroom (and/or online, depending on university directions). Each session will consist, on the one hand, in lectures made by the professor that aim at introducing the students to the debates and more important topics regarding the selected themes, texts, and authors. On the other hand, the session will be completed through the active participation of the students by means of discussions and reflections on the corresponding readings. For this reason, **the students must read before class the texts assigned for each session**. Likewise, students should approach the texts and authors that comprise the corpus of this course in a reflective and critical way, not only in the classroom discussions, but also through the writing of **text commentaries** and an **oral presentation** in which the literary analysis should be in dialogue with problems/subjects of literary criticism, particularly, through the research and reading of texts that address key issues for understanding Spanish American literature and cultures.

## Development plan

See Syllabus.

## Evaluation

Students enrolled in this course must achieve at least a final grade of 5 to pass it. Likewise, in order to assess the correct acquisition of both knowledge and skills, different evaluation strategies will be used with the following weighting:

### CONTINUOUS ASSESSMENT

The evaluation of the subject is divided into two blocks that correspond to the first and second half of the subject.

#### Block I.

- Participation. **10%**
- Exposition. **10%**
- Text commentary. **10%**
- Theoretical-practical exam block I of the contents. **20%**

#### Block II.

- Assistance with a proactive attitude in the classroom (face-to-face and on the virtual campus). **10%**
- Written project (.doc format) and audiovisual (.ppt format) on a subject agreed upon with the teacher. Its length and other aspects necessary for its completion will be indicated on the first day of class. It must be delivered on the day of its exhibition as the deadline. Oral presentation of the project. **20%**
- Theoretical-practical exam block II of the contents and compulsory reading. **20%**

### ALTERNATIVE EVALUATION

The evaluation is continuous, but students who combine their studies with a full-time job have the right to request an alternative evaluation within a period of 5 days from the start of the semester. For more information: [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or Secretariat of the Faculty of Arts.

### OBSERVATIONS

- Spelling mistakes will be discounted in all practices, assignments and exams at a rate of **0.5** points per mistake from the second mistake. Morphosyntactic and lexical errors will also affect the grade. Failure to use inclusive language in the tests, whether oral or written, will deduct 1 point from the final grade.
- Plagiarism or copying and its direct consequence will not be tolerated in any case, the application of what is established in the Regulations for Assessment and Qualification of Teaching of Bachelor's and Master's degrees at the UdL. Plagiarism will be considered the reproduction of paragraphs from texts of authorship other than that of the student (internet, books, articles...), when the original source from which they come is not cited.

## Bibliography

### Requested readings:

- Dossier prepared by the professor that includes a selection of the texts that will be studied throughout the course.

- *Amor es mas laberinto* (1689) by Juana Inés de Asbaje Ramírez de Santillana.

## Complementary basic bibliography:

Adorno, Rolena & Roberto González Echevarría (2017). *Breve historia de la literatura latinoamericana colonial y moderna*. Madrid: Editorial Verbum.

— (1988). "El sujeto colonial y la construcción cultural de la alteridad". *Revista de Crítica Literaria Latinoamericana*, 14 (28): 55-68.

Anderson, Benedict (2006). *Comunidades imaginadas. Reflexiones sobre el origen y la difusión del nacionalismo*. México: FCE.

Barrera, Trinidad (coord.) (2008). *Historia de la literatura hispanoamericana*. 3 vols. Madrid: Cátedra.

Becco, Horacio (1992). *Historia real y fantástica del nuevo mundo*. Caracas: Biblioteca Ayacucho.

Castro-Klaren, Sara (ed.) (2008). *A Companion to Latin American Literature and Culture*. Malden, MA: Blackwell Publishing.

Franco, Jean (1987). *Historia de la literatura hispanoamericana a partir de la independencia*. Barcelona: Ariel.

Gómez, Darío (2017). "Literaturas precolombinas: entre lo ancestral y lo colonial". *Co-herencia: revista de humanidades*, 14 (27): 41-64.

González-Echeverría, Roberto y Enrique Pupo-Walker (ed.) (2006). *Historia de la literatura hispanoamericana*, vol. 1 y 2. Madrid: Gredos.

González-Echeverría, Roberto (2011). *Mito y archivo*. México: Fondo de Cultura Económica.

González Stephan, Beatriz et al. (comp.) (1995). *Esplendores y miserias del siglo XIX. Cultura y sociedad en América Latina*. Caracas: Monte Ávila Editores.

Íñigo Madrigal, Luis (coord.) (1993). *Historia de la literatura hispanoamericana*. Tomo I y II. Madrid: Cátedra.

Ludmer, Josefina (1985). "Las tretas del débil". *La sartén por el mango*. Patricia Elena González y Elena Ortega (eds.). Puerto Rico: Ediciones Huracán.

Mattalia, Sonia (2003). *Máscaras suele vestir. Pasión y revuelta: escrituras de mujeres en América Latina*. Madrid: Iberoamericana-Vervuert.

Moraña, Mabel (1998). *Viaje al silencio: exploraciones del discurso barroco*. México, Universidad Nacional Autónoma de México.

Osorio T., Nelson (2000). *Las letras hispanoamericanas en el siglo XIX*. Cuadernos de América sin nombre, 1. Alicante y Santiago de Chile: Universidad de Alicante / Universidad de Santiago de Chile.

Oviedo, José Miguel (1995). *Historia de la literatura hispanoamericana*. Tomo I y II. Madrid: Alianza.

Picón Salas, Mariano (1944). *De la Conquista a la Independencia; tres siglos de historia cultural latinoamericana*. México: Fondo de Cultura Económica.

Pizarro, Ana (coord.) (1985). *La literatura latinoamericana como proceso*. Buenos Aires: Centro Editor de América Latina.

Pratt, Mary Louise (1997). *Ojos imperiales*. Buenos Aires: Universidad Nacional de Quilmes.

Rama, Ángel (1982). *Transculturación narrativa en América Latina*, México: Siglo XXI.

— (1984): *La ciudad letrada*, Hanover: Ediciones del Norte.

Sommer, Doris (2004). *Ficciones fundacionales. Las novelas nacionales de América Latina*. Colombia: Fondo de Cultura Económica.

Szurmuk, Mónica & Robert Mckee Irwin (coords.) (2009). *Diccionario de estudios culturales latinoamericanos*. México: Siglo XXI editores.

Todorov, Tzvetan (1987). *La conquista de América: el problema del otro*. Madrid: Siglo XXI editores.

William Foster, David & Daniel Altamiranda (eds.) (1997). *From Romanticism to Modernismo in Latin America*, vol. 3. Nueva York y Londres: Garland Publishing, Inc.