

Spanish American Literature to 20th Century

Code: 106352
ECTS Credits: 6

Degree	Type	Year	Semester
2504012 Spanish and Chinese Studies: Language, Literature and Culture	OB	2	2
2504211 Spanish Language and Literature	OB	3	2
2504386 English and Spanish Studies	OT	3	2
2504386 English and Spanish Studies	OT	4	2
2504388 Catalan and Spanish Studies	OT	3	2
2504388 Catalan and Spanish Studies	OT	4	2

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: Yes

Prerequisites

By obtaining the minimum of credits in basic training subjects, students have demonstrated to have acquired the basic competences and they will be able to express themselves orally and in writing. For this reason, any spelling and expression errors that may be committed will lead to a score decrease in the final grade.

Activities, practical sessions and papers submitted in the course must be original and under no circumstances the total or partial plagiarism of third-party materials published on any medium will be admitted. Any submission of non-original material without properly indicating its origin will automatically result in a failure rating (0).

It is also expected that the student knows the general rules of submission of an academic work. However, the student could apply the specific rules that the teacher of the subject may indicate to him/her, if the professor deems it necessary.

Objectives and Contextualisation

"Hispanic-American Literature: from Modernism to the Contemporary Era" is integrated into the section *Colonial and Hispanic-American literature*, which is part of the 108 credits of compulsory education of the Spanish Language and Literature Degree, which the student attends along with other Spanish language subjects.

This subject continues the course of Spanish American Literature into the Degree in Spanish Language and Literature, inaugurated in the previous semester with the "Hispanic-American Literature: from indigenous literatures to the 19th century" and represents its chronological continuity.

Since it is the first time that students enter the critical reality of literature in Latin America, it is very important to teach them to think about the differences and similarities that exist between the object "Hispanic American literature" and the object "Spanish literature". As well as it is very important delving them into the specific problems of the Latin American critical field. Therefore, history of literature, historiography and criticism will be part of this subject. The fundamental objectives of the subject are, therefore, examine the specificity of this object of study, while teaching how to analyze it with the proper tools regarding this subject.

Competences

Spanish and Chinese Studies: Language, Literature and Culture

- Apply knowledge of Spanish and Latin American literature to the identification of genres, movements, tendencies and styles.
- Comment on literary texts in Spanish and in Chinese, situate them historically and relate them to the literary trends to which they belong.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

Spanish Language and Literature

- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Identify the most significant periods, traditions, trends, authors and works in Spanish-language literature in their historical and social context.
- Recognise the main theories, themes and genres of literature in the different Spanish-speaking countries.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use digital tools and specific documentary sources to gather and organise information.
- Use the methodology and concepts of literary analysis taking into account sources and contexts.

English and Spanish Studies

- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use digital tools and specific documentary sources to gather and organise information.

Catalan and Spanish Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Recognise the most significant periods, traditions, tendencies, authors and works in Catalan and Spanish literature in their historical and social contexts.

- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.
- Use the methodology and concepts of literary analysis taking into account the sources and the historical and social context.

Learning Outcomes

1. Analyse complete works of colonial and Latin American literary production from Modernism to the contemporary era.
2. Analyse inequalities due to sex or gender and gender bias in the field of social-historical knowledge.
3. Analyse literary texts on the basis of the keys of the genre to which they belong.
4. Apply the basic principles of literary text analysis.
5. Assess, through the analysis of literary productions, the prejudices and discriminations that may be included in actions or projects, in the short or long term, in relation to certain people or groups.
6. Carry out basic bibliographic research.
7. Comment on Latin American literary texts from Modernism to the contemporary era from a rhetorical perspective.
8. Comment on literary texts using specific methodologies.
9. Contextualise the production of Latin American literature from Modernism to the contemporary period.
10. Identify and analyse the main characteristics of Latin American literature from Modernism to the current day.
11. Identify primary and secondary sources.
12. Identify the main gender inequalities present in society through their representation in literary texts.
13. Identify the main sources of a literary text.
14. Interpret literary works critically taking into account the relations between the different areas of literature and its relation to human, artistic and social areas.
15. Link a text with its context of literary production.
16. Organise content clearly and appropriately for oral presentation.
17. Point out similarities and differences between texts on the basis of relevant theoretical concepts.
18. Present work in formats adapted to demands and personal styles, both individual and in small groups.
19. Recognise the main periods of Western literary history and their general features.
20. Relate literary aspects of different works of Spanish literature from Modernism to the contemporary period.
21. Situate an author's production in a specific literary period.
22. Use digital tools to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
23. Use the adequate terminology in the construction of an academic text.
24. Use the appropriate resources and methodology for an academic work.
25. Use traditional sources to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.

Content

Block I:

- 1. Modernism: José Martí and Rubén Darío. From the modernist tale to the tale of the earth: Horacio Quiroga. The postmodernist poets: eroticism and feminist demands: Delmira Agustini, Alfonsina Storni, Gabriela Mistral.
- 2. Regionalism: José Eustasio Rivera, Ricardo Güiraldes, Rómulo Gallegos. The Mexican Revolution Novel: an Introduction. Focus on Nellie Campobello. The novel from the women's perspective: Teresa de la Parra.

- 3. Innovation, vanguards and society's problems: Huidobro, Gironde, Vallejo, Magda Portal.

3.a Roberto Arlt and his *Aguafuertes porteñas*.

3.b Introduction to Octavio Paz, Pablo Neruda, José Lezama Lima y Nicanor Parra.

- 4. Classics for a new century: the new fantastic tale: Jorge Luis Borges, Julio Cortázar and Silvina Ocampo.

Block II:

- 5. The critical turnaround: neoindigenism and the real maravilloso: Miguel Ángel Asturias, Alejo Carpentier.
- 6. The Boom: aesthetic trends and technical innovations. From Onetti and Rulfo to Elena Garro and Idea Vilariño. The novel: Gabriel García Márquez.

Block III:

7. The narrators of 80s.

Methodology

The learning of this subject by the students is distributed as follows:

- Directed activities. These activities are divided into master classes and seminars and classroom practices led by the faculty, in which theoretical explanation is combined with discussion of all types of texts.
- Supervised activities. These tutorials are programmed by the teacher, dedicated to correcting and commenting on problems at different levels of literary analysis.
- Autonomous activities. These activities include both time devoted to individual study and production of written papers and analytical comments, as well as oral presentations.
- Evaluation activities. The evaluation of the subject will be carried out through written tests.

This subject applies the methodology of feminist literary studies and historiography and pays special attention to gender perspective.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

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Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Elaboration of materials, personal study, preparation	73	2.92	2, 1, 3, 4, 17, 7, 9, 10, 6, 24, 23, 25, 11, 13, 12, 14, 16, 18, 19, 20, 21, 5, 15
Supervised tutorials	13	0.52	2, 1, 3, 4, 17, 7, 8, 10, 24, 23, 25, 11, 13, 12, 14, 16, 18, 19, 20, 21, 5, 15
Theoretical-practical classes	50	2	2, 1, 3, 4, 17, 7, 8, 9, 10, 23, 13, 12, 14, 19, 20, 21, 5, 15

Assessment

The evaluation is continuous and includes 2 blocks to be examined:

Exam 1, where a question regarding the first block will guide the student to write an analytical commentary on the subject. The accuracy of contents, the way in which they are exposed and elaborated, the justification of ideas, the critical capacity will be taken into account; but, above all, the mastery of the work methodology from which the subject has been presented.

Exam 2, where a question regarding the second block will guide the student to write an analytical commentary on the subject. The accuracy of contents, the way in which they are exposed and elaborated, the justification of ideas, the critical capacity will be taken into account; but, above all, the mastery of the work methodology from which the subject has been presented.

Essay, starting from a topic approved by the teacher, the student must write an essay about the subject. The accuracy of contents, the way in which they are exposed and elaborated, the justification of ideas, the critical capacity will be taken into account; but, above all, the mastery of the work methodology from which the subject has been presented.

The student who does not perform any of the evaluation blocks will be considered "Not evaluated".

Exceptional cases should be discussed with the teacher during the first week of class so that the evaluation can be adapted.

Punctuation

Exam 1: 4 points: 33%

Exam 2: 4 points: 33%

Essay: 2 points 33%

Only students who have previously submitted all the tests will have the opportunity to recover those suspended, if their grade average is equal to or greater than 3.5. By obtaining the minimum of credits in basic training subjects, students have demonstrated to have acquired the basic competences and they will be able to express themselves orally and in writing. For this reason, any spelling and expression errors that may be committed will lead to a score decrease in the final grade which could even result in a failure rating.

Activities submitted in the subject must be original and under no circumstances the total or partial plagiarism of third-party materials published on any medium will be admitted. Any submission of non-original material without properly indicating its origin will automatically result in a failure rating (0).

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay	33%	10	0.4	2, 1, 3, 4, 17, 7, 8, 9, 10, 6, 24, 23, 22, 25, 11, 13, 12, 14, 16, 18, 19, 20, 21, 5, 15

Exam 1	33%	2	0.08	2, 1, 3, 4, 17, 7, 8, 9, 10, 23, 13, 12, 14, 19, 20, 21, 5, 15
Exam 2	33%	2	0.08	2, 1, 3, 4, 17, 7, 8, 9, 10, 23, 22, 25, 13, 12, 14, 19, 20, 21, 5, 15

Bibliography

General bibliography (a specific bibliography of each topic will be delivered in class):

AINSA, Fernando, *Identidad cultural de Iberoamérica en su narrativa*, Madrid, Gredos, 1986.

ALEGRÍA, Fernando, *Breve historia de la novela hispanoamericana*, México, de Andrea, 1965; nueva versión, Nueva historia de la novela hispanoamericana, Hanover, Ediciones del Norte, 1986.

BELLINI, Giuseppe, *Historia de la literatura hispanoamericana*, Madrid, Castalia, 1985.

FERNÁNDEZ, Teodosio, *La poesía hispanoamericana en el siglo XX*, Madrid, Taurus, 1987.

FERNÁNDEZ, Teodosio, Selena Millares y Eduardo Becerra, *Historia de la literatura hispanoamericana*, Madrid, Universitas S. A., 1995.

FERRARI, Américo, *El bosque y sus caminos. Estudios sobre poesía y poética hispanoamericanas*, Valencia, Pre-Textos, 1993.

FRANCO, Jean, *Historia de la literatura hispanoamericana a partir de la Independencia*, Barcelona, Ariel, 1980.

GÁLVEZ, Marina, *La novela hispanoamericana contemporánea*, Madrid, Taurus, 1987.

GOIC, Cedomil, ed., *Historia y crítica de la literatura hispanoamericana, vol. II, Del romanticismo al modernismo; vol. III, Epoca contemporánea*, Barcelona, Crítica, 1988.

GONZÁLEZ ECHEVARRÍA, Roberto y Enrique Pupo-Walker, eds., *The Cambridge History of Latin American Literature*, Cambridge, Cambridge University Press, 1995.

GULLÓN, Ricardo, dir., *Diccionario de literatura española e hispanoamericana*, 2 vols., Madrid, Alianza, 1993.

IÑIGO MADRIGAL, Luis (coord.), *Historia de la literatura hispanoamericana*, 2 vols, Madrid, Cátedra, 1982-1987 (I, Época colonial; II, Del neoclasicismo al modernismo).

LE CORRE, Hervé, *Poesía hispanoamericana posmodernista. Historia, teoría, prácticas*, Madrid, Gredos, 2001.

LOVELUCK, Juan, ed., *Novelistas hispanoamericanos de hoy*, Madrid, Taurus, 1976.

MÜLLER-BERGH, Klaus & MENDONÇA TELES, Gilberto. *Vanguardia latinoamericana. Historia, crítica y documentos* (Vol. I, II, III, IV, V, VI). Madrid, Iberoamericana, 2004/2007.

ORTEGA, Julio, *Figuración de la persona*, Barcelona, Edhasa, 1971.

_____, *La contemplación y la fiesta. Notas sobre la novela latinoamericana actual*, Caracas, Monte Ávila, 1979.

OVIEDO, José Miguel, *Historia de la literatura hispanoamericana*. 1. De los orígenes a la Emancipación, Madrid, Alianza Universidad, 1995; 2. Del Romanticismo al Modernismo, Madrid, Alianza Universidad, 1997; 3:Postmodernismo, Vanguardia, Regionalismo, 2001; 4. De Borges al presente, 2001.

RAMA, Ángel, *Transculturación narrativa en América Latina*, México, Siglo XXI, 1982.

SÁINZ DE MEDRANO, Luis, *Historia de la literatura hispanoamericana (Desde el Modernismo)*, Madrid, Taurus, 1992.

SCHWARTZ, Jorge. *Las vanguardias latinoamericanas. Textos programáticos y críticos*, Madrid, Cátedra, 1991.

SHAW, Donald L., *Nueva narrativa hispanoamericana*, Madrid, Cátedra, 1981; sexta edición ampliada, 1999.

SHIMOSE, Pedro, *Historia de la literatura latinoamericana*, Madrid, Playor, 1987.

YURKIEVICH, Saúl. *A través de la trama. Sobre vanguardias literarias y otras concomitancias*, Madrid, Iberoamericana, 2007.

SUCRE, Guillermo, *La máscara, la transparencia*, Caracas, Monte Ávila, 1975.

Readings

Horacio Quiroga, *Cuentos* (a selection)

Mariano Azuela, *Los de abajo*, ed. de Marta Portal, Madrid, Cátedra, 1980.

Rómulo Gallegos, *Doña Bárbara*, Madrid, Espasa Calpe, 1991.

Teresa de la Parra, *Ifigenia*, Madrid: Anaya, 1992.

Juan Rulfo, *Pedro Páramo*, ed. de José Carlos González Boixo, Madrid, Cátedra, 1988.

Jorge Luis Borges, *Cuentos* (a selection)

Julio Cortázar, *Cuentos* (a selection)

Silvina Ocampo, *Cuentos* (a selección)

Gabriel García Márquez, *Cien años de soledad*, ed. de Jacques Joset, Madrid, Cátedra, 1991.

During the sessions, selections of poems, stories and other fragments related to each theme will also be read.

Software

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