

## Latest Trends in Spanish American Literature

Code: 106365  
ECTS Credits: 6

**2024/2025**

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

### Contact

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### Teaching groups languages

You can view this information at the [end](#) of this document.

### 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.

It is also expected that students know the general rules of submission of an academic work. However, students could apply the specific rules that the teacher of the subject may indicate to them, if they deem it necessary. It is recommended, for a better understanding (although not determinant), having attended any of the subjects of "Hispano-American Literature".

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

### Objectives and Contextualisation

"Texts of Hispanic-American literature" is a subject that works chronologically as a continuation of "Hispanic-American Literature II". The corpus of studies focuses on cultural productions (narrative, essay and audiovisual works) from the second half of the 20th century and the 21st century (specifically from the late eighties to the present days), from different countries in Latin America, accompanied by theoretical-critical readings.

The focus of the subject is on the link among literature, society and identity, so the course seeks to give students contemporary Hispanic American readings that allow them to problematize about representation and identity from different perspectives: on the one hand, at the thematic level, globalization, postcolonial and new subjectivities / sexualities; and on the other, and at the discursive level, metaliterature, self-affection, parody / pastiche, irony. For this, different genres will be considered (fictional, testimonial / documentary, chronicle).

## OBJECTIVES

- Expand and deepen the knowledge of recent Hispanic-American cultural productions through the reading of essays, narrative texts (fiction, autofictions, testimony, chronicles), audiovisual works.
- Develop analytical and interpretation capacities based on the reading of the works, which allow students to reflect on the links among literature, society and identity.
- Develop writing and speaking skills, through the elaboration of reports / essays, literary reviews...

## 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.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

Spanish Language and Literature

- 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.
- Use the methodology and concepts of literary analysis taking into account sources and contexts.

English and Spanish Studies

- 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.

## Learning Outcomes

1. Analyse complete works of colonial and Latin American literary production from Modernism to the contemporary era.
2. Apply the basic principles of literary text analysis.
3. Contextualise the production of Latin American literature from Modernism to the contemporary period.
4. Contextualise the production of colonial and Latin American literature from an ideological and social viewpoint.
5. Describe and explain generic concepts applied to the main works of colonial and Latin American literature.
6. Detail the structure of a specific literary production.
7. Identify and analyse the main characteristics of Latin American literature from Modernism to the current day.
8. Identify the literary themes of a text.
9. Present work in formats adapted to demands and personal styles, both individual and in small groups.
10. Relate an author to his or her period and its literary features.
11. Relate literary aspects of different works of Spanish literature from Modernism to the contemporary period.

## Content

Topic I: What do we do with the boom? Symptoms of postmodernity

- *McOndo*(prólogo), Alberto Fuguet y Sergio Gómez.
- *Estrella distante* y la alargada sombra de Roberto Bolaño

\**Manifiesto del Crack*, Miguel Ángel Palou, Eloy Urroz, Ignacio Padilla, Ricardo Chávez Castañeda y Jorge Volpi.

Topic II: History, memory, posmemory and Latin American testimony

- "Cambio de armas" y "Escribir con el cuerpo", Luisa Valenzuela.
- *Formas de volver a casa* de Alejandro Zambra.
- *La dimensión desconocida* de Nona Fernández

\*Beatriz Sarlo: "Posmemoria, reconstrucciones"

Topic III. Violence and organized crime: murder-for-hire, narcotraffic and femicide

- *La Virgen de los sicarios*, Fernando Vallejo.

\**Sayak Valencia: "Capitalismo gore"*

Tema IV: The autofictional twist

- *Autobiografía del algodón* de Cristina Rivera Garza.
- *Sangre en el ojo* de Lina Meruane.

Tema V: New motherhood and fatherhood

- *Mugre rosa* de Fernanda Trías
- Alejandro Zambra y Andrés Newman

Tema VI: The unusual as a space for reflection

- *Pájaros en la boca* de Samanta Schweblin
- *Las cosas que perdimos en el fuego* de Mariana Enríquez.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes	50	2	2, 4, 3, 5, 7, 11, 10
Evaluation activities	5	0.2	2, 6, 8, 9
Type: Autonomous			
Preparation of classes and papers, study	75	3	1, 5, 6, 8, 9

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 papers and analytical comments written.
- Evaluation activities. The evaluation of the subject will be carried out through written tests.

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Critic Work	34%	16	0.64	1, 2, 4, 3, 5, 6, 7, 8, 9, 11, 10
Exam I	33%	2	0.08	1, 2, 4, 3, 5, 6, 7, 8, 11, 10
Exam II	33%	2	0.08	1, 2, 4, 3, 5, 6, 7, 8, 11, 10

#### Continuos evaluation

The evaluation will consist of the preparation of two exams given in class on the indicated date and the writing of a critical essay to be delivered in the form and within the time limit. The reading of the proposed texts, classes attendance, critical skills, reading of bibliography as well as the proper use of the basic academic codes (oral and written) will be evaluated.

The exams will consist of the critical commentary of a literary or theoretical text based on the two blocks of the subject. Students can bring to the exam any material they want (books, bibliography, notes etc)

Exam I: linked to topics I-III. 33%

Exam II: linked to units IV to VI. 33%

The work will consist of the writing of a brief essay, on topics covered in class, which supplements their content. Each topic will be previously agreed with the teacher. The work has a weight of 34%.

In order to pass the subject it is necessary to have taken the two exams, have produced the presentation and submitted the paper. Students will be considered "not evaluable" if they have not carried out at least one of the works. It is necessary to achieve an average of 5 to pass the subject.

The single assessment will consist of 2 exams (exam 1: part I-III (33%); exam 2: part 2 IV-VI (33%)) that will be held together in the classroom on the date indicated; in addition, that same day a paper will be handed (34%) in on a matter previously agreed upon with the teaching staff.

In order to pass the subject it is necessary to have taken the two exams, have produced the presentation and submitted the paper. Students will be considered "not evaluable" if they have not carried out at least one of the works. It is necessary to achieve an average of 5 to pass the subject. Recovery will be possible as long as the student has taken the exams and work before and has not obtained the grade necessary to pass.

The exam dates will be agreed with the students during the first week of class.

Review (continuous and one-time evaluation)

After delivering the grade for each test, the teacher will set a date to review it with those students who wish to review their exercise/grade.

The total or partial plagiarism will automatically result in a failure rating for the entire subject. 0,25 points will be deducted for each spelling error. A test counting more than 10 errors will result in a failure rating. Students will be eligible for re-evaluation as long as they have taken the exams, produced the presentation and submitted the paper.

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.

## **Bibliography**

\*\*A specific bibliography of each topic will be provided during the course of classes

Mandatory readings

Bolaño, Roberto, *Estrella distante*, Barcelona: Anagrama.

Enríquez, Mariana: *Las cosas que perdimos en el fuego*, Barcelona, Anagrama.

Meruane, Lina: *Sangre en el ojo*, Literatura Random House.

Neuman, Andrés: *Umbilical*, Alfaguara.

Neuman, Andrés: *Pequeño hablante*, Alfaguara.

Rivera Garza, Cristina: *Autobiografía del algodón*, Random House.

Trías, Fernanda: *Mugre rosa*, Random House.

Schweblin, Samanta: *Pájaros en la boca*, Mondadori.

Zambra, Alejandro: *Formas de volver a casa*, Anagrama.

Zambra, Alejandro: *Literatura infantil*, Anagrama.

Basic bibliography

Ana María Amar y Sánchez, Luis F. Avilés (eds.) (2015), Representaciones de la violencia en América Latina: genealogías culturales, formas literarias y dinámicas del presente, Madrid: Iberoamericana/Vervuert.

Fuguet, Alberto y Gómez, Sergio (1996), "Prólogo. Presentación del País McOndo", *McOndo. Una antología de la nueva literatura hispanoamericana*. Barcelona, Gijalbo-Mondadori. Disponible en <<http://www.marcosymarcos.com/macondo.htm>>.

Sarlo, Beatriz (2005), "Posmemoria, reconstrucciones", en *Tiempo pasado. Cultura de la memoria y giro subjetivo. Una discusión*. Buenos Aires, S. XXI, pp. 125-157.

Valencia triana, Sayak (2010), *Capitalismo gore: narcomáquina y performance de género*. Disponible en <<http://hemisphericinstitute.org/hemi/es/e-misferica-82/triana>>

## Software

Microsoft Teams

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed