

Degree	Type	Year
Spanish Language and Literature	FB	1

## Contact

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## Teachers

Alba Saura Clares

## Teaching groups languages

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

## Prerequisites

This subject requires proficiency in spoken and written Spanish equivalent to that obtained upon completion of high school.

## Objectives and Contextualisation

The subject "Introduction to Latin American Literature" aims to introduce students to Latin American literature and to the various approaches and methodologies used in literary and cultural studies focused on works and authors from the region. It will offer a preliminary overview of historical periods, authors, works, key trends and poetics, alongside the most significant theoretical and epistemological transformations. Additionally, the subject will explore the relationship between literature, history, society, and identity, incorporating gender and post(de)colonial perspectives.

The subject includes a preliminary and panoramic review of literary authors and works from various periods (from pre-Columbian times to the present) and across different genres (fictional and non-fictional; mimetic and non-mimetic). Classes will be both practical and theoretical in nature, and the methodology will involve personal reading by students, literary commentary guided by the teaching staff, and the review/application of specific theoretical categories in literary analysis.

Objectives:

- Introduce students to the culture and literature of Latin America.
- Initiate students into recognizing Latin American literature within the global literary landscape.
- Begin students' understanding of authorship, themes, genres, and prominent motifs in Hispanic American literature.

- Introduce students to Latin Americanist theoretical-critical methodologies and approaches for engaging with the region's literary works.
- Develop analytical and interpretative skills through reading literary works, enabling reflection on the links between literature, society, and identity.
- Develop writing and oral expression competencies.
- Develop research skills.

Likewise, this subject aims to contribute to the achievement of the following General Competencies of the UAB: G04 -"Act within one's field of knowledge while assessing inequalities based on sex/gender"; and G01-"Introduce changes in methods and processes within the field of knowledge to offer innovative responses to the needs and demands of society." In this way, the subject follows a gender and post/decolonial perspective and seeks to employ innovative teaching methodologies.

## Competences

- 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.

## Learning Outcomes

1. Analyse inequalities due to sex or gender and gender bias in the field of social-historical knowledge.
2. Analyse literary texts on the basis of the keys of the genre to which they belong.
3. Apply the basic principles of literary text analysis.
4. 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.
5. Carry out basic bibliographic research.
6. Comment on literary texts using specific methodologies.
7. Identify primary and secondary sources.
8. Identify the main gender inequalities present in society through their representation in literary texts.
9. Identify the main sources of a literary text.
10. Link a text with its context of literary production.
11. Organise content clearly and appropriately for oral presentation.
12. Point out similarities and differences between texts on the basis of relevant theoretical concepts.
13. Recognise the main periods of Western literary history and their general features.
14. Situate an author's production in a specific literary period.
15. Use digital tools to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
16. Use the appropriate resources and methodology for an academic work.
17. Use traditional sources to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.

## Content

1. Reading and Enunciating Latin America
2. Situating Latin American Literature within the Literary Field: From the Literature of the "Other" Shore to World Literature
3. Critical Turns in Latin America (1): Literature and Politics - History-Memory and Political Violence in Writing
4. Critical Turns in Latin America (2): Literature and Gender - Women's Writing and Resistance to Patriarchal Violence
5. Critical Turns in Latin America (3): Literature and Post/Decoloniality - Representations and Authorship of Racialized and Subalternized Groups
6. Critical Turns in Latin America (4): Beyond the Text - Seeing, Listening, Embodying

### Required readings:

- *Anthology of poems*, which will be provided by the professors through the CV (virtual platform), by: Rubén Darío, Nicolás Guillén, Alfonsina Storni, Shirley Campbell, and Elicura Chihuailaf.
- *Anthology of essays and/or chronicles*, which will be provided by the professors through the CV, by: Huaman Poma de Ayala, José Martí, Alejo Carpentier, and Pedro Lemebel.
- *Anthology of short stories*, which will be provided by the professors through the CV, by: José María Arguedas, Rosario Ferré, Elena Garro, Mario Benedetti, and Roberto Bolaño.
- *Dramatic text*, which will be provided by the professors through the CV, by Griselda Gambaro.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
These include lectures and seminars/practical sessions led by the instructors, where theoretical explanations will be combined with discussion of the texts.	50	2	1, 2, 3, 12, 6, 17, 9, 8, 14, 4, 10
Type: Supervised			
These consist of tutorials and scheduled sessions with the instructors, focused on correcting and commenting on issues related to different levels of literary analysis.	15	0.6	6, 5, 16, 15, 17, 9, 8, 11, 13, 4
Type: Autonomous			
Assessment activities. The subject includes various types of written assessments, both individual and group-based, which will take place both in and outside of the classroom.	20	0.8	1, 2, 3, 12, 6, 5, 16, 15, 17, 7, 9, 8, 11, 13, 14, 4, 10
These include both time dedicated to personal study and the preparation of assignments and analytical commentaries. In certain units, challenge-based learning	65	2.6	1, 12, 5, 16, 15, 17, 7, 8,

Student learning in this subject is distributed as follows:

- Guided activities (33,3%). These include lectures and seminars/practical sessions led by the instructors, where theoretical explanations will be combined with discussion of the texts.
- Supervised activities (10%). These consist of tutorials and scheduled sessions with the instructors, focused on correcting and commenting on issues related to different levels of literary analysis.
- Autonomous activities (43,3%). These include both time dedicated to personal study and the preparation of assignments and analytical commentaries. In certain units, challenge-based learning methodologies will be implemented.
- Assessment activities (13,3%). The subject includes various types of written assessments, both individual and group-based, which will take place both in and outside of the classroom.

Note: 15 minutes of a class will be reserved, within the timetable established by the centre/title, for the complementation by the students of the assessment surveys of the teaching staff's performance and the assessment of the subject".

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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1 practical assignment	20%	0	0	1, 3, 12, 6, 5, 16, 15, 17, 7, 9, 8, 13, 14, 10
1 theoretical assignment	40%	0	0	2, 12, 6, 16, 15, 17, 11, 13, 4, 10
1 written exam	40%	0	0	1, 2, 3, 12, 6, 8, 13, 14, 4, 10

Continuous Evaluation will consist of:

- 1 theoretical assignment (Units 1 and 2): 40%
- 1 written exam in class (Units 3, 4, and 5): 40%
- 1 practical assignment (Unit 6): 20%

All dates and requirements for each assessment will be announced during the first week of class.

Erasmus students who request to take an exam early must present the instructors with a written document from their home university justifying the request.

Grade Review Procedure (Continuous Evaluation):

On carrying out each evaluation activity, lecturers will inform students of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

#### Requirements to Approve the Subject:

- Achieving an overall average score of 5 or higher across all activities.

#### Conditions for a "Not evaluated":

- A student will receive a "Not evaluated" grade if they have completed less than 30% of the assessment activities
- Receiving a "Not Assessable" grade means the student will not be eligible to take the resit exam.

#### Clarifications Regarding retake exams:

- To be eligible for the subject retake, students must have been assessed in at least 2 of the 3 components of the final grade (in the case of continuous evaluation).
- Additionally, they must have obtained an average score of at least 3.5 across all assessments.
- Only failed evaluations may be retaken. Resits will not be allowed for assessments with a passing grade (5 or higher) in an attempt to improve the score.
- If more than one assessment has been failed, all must be retaken.

#### Plagiarism or Fraudulent Conduct:

If a student commits any type of irregularity that could lead to a significant variation in the grade of an assessment, the grade for that assessment will be zero, regardless of any disciplinary process that may result from it. If multiple irregularities are verified in the assessments of the same subject, the final grade for that subject will be zero.

Total or partial plagiarism will result in failing the entire subject. That is, all work must be original. Copying, whether in whole or in part, of materials already published in any format is not allowed. If non-original material is submitted without indicating its source, the grade for the activity or assignment will automatically be a fail (0).

Persistent spelling and expression errors may lead to a reduction in the score of the respective evaluation.

For the evaluation of the subject, attention will be given to students demonstrating the following abilities:

- Clarity in exposition and argumentation: appropriate structuring of discourse, with coherence and cohesion, thematic progression, proper justification of statements and explanations, etc.
- Ability to analyze and synthesize, going beyond mere description and repetition of arguments from the works and historiographic or theoretical topics; as well as a development that is relevant to the proposed topic and statement.
- Mastery of theoretical-critical sources: in-depth reading and correct use of the fundamental bibliography of the subject.
- Expressive richness and correctness, especially regarding the use of vocabulary, syntactic structures, and spelling.
- Participation in the development of the subject.

Students' work throughout the subject will be taken into account, including their progress, involvement in the learning process, and achievement of the stated competencies. The evaluation is also intended to be formative, that is, integrated and aimed at improving learning.

#### Artificial Intelligence (AI)

This subject allows the use of Artificial Intelligence (AI) technologies exclusively for tasks such as bibliographic searches or information retrieval, text correction, or translations, at the discretion of the instructors. In the case of subjects within philological degrees, the use of translations must be authorized by the instructors. Other situations may be considered, always with the agreement of the instructors.

The student must (i) identify the parts generated by AI; (ii) specify the tools used; and (iii) include a critical reflection on how these influenced the process and the final outcome of the activity.

Lack of transparency regarding the use of AI in assessed activities will be considered academic dishonesty and will result in a grade of zero for the activity with no possibility of recovery, or more severe sanctions in serious cases.

## Bibliography

All mandatory and supplementary readings will be indicated at the beginning of the course and will be provided by the instructors, either through the Virtual Campus (CV) or other means. In this subject we work from stories, poems, fragments and other texts of short extension.

### Basic bibliography

ANDERSON IMBERT, Enrique (1967), *Historia de la literatura hispanoamericana*. México: F.C.E.

ARACIL, Beatriz (2009), "Sobre el proceso de creación de un imaginario múltiple: América durante el periodo colonial" en Alemany, Carmen y Aracil, Beatriz (eds.), *América en el imaginario europeo*, Alicante: Publicaciones de la Universidad de Alicante.

BARRÍA JARA, Mauricio y INSUNZA FERNÁNDEZ, Iván (2023), *Escenas políticas. Teatro entre revueltas 2006-2019*. Chile: Oxímoron.

BELLINI, Giuseppe (1997), *Nueva historia de la literatura hispanoamericana*. Madrid: Castalia.

COLOMBI, Beatriz (2021), *Diccionario de términos críticos de la literatura y la cultura en América Latina*. Ciudad Autónoma de Buenos Aires: CLACSO.  
<https://www.clacso.org/wp-content/uploads/2021/11/Diccionario-terminos-criticos.pdf>

FERNÁNDEZ, Teodosio; MILLARES, Selena y BECERRA, Eduardo (1995), *Historia de la literatura hispanoamericana*. Madrid: Universitat.

GILBERT, Abel. (2021), *Satisfaction en la ESMA*. Buenos Aires: Gourmet Musical.

GOLUBOV, Nattie (ed. y coord.) (2024), *Arte-factos Para los estudios literarios*. Ciudad de México: Universidad Nacional Autónoma de México.

GONZÁLEZ ECHAVARRÍA, Roberto y PUPO-WALKER, Enrique (2006), *Historia de la literatura hispanoamericana*. 2 volúmenes. Madrid: Gredos.

HENRÍQUEZ UREÑA, Pedro (2007), *Historiografía cultural hispanoamericana*. Madrid: Verbum.

LAMUS, Marina. (2010), *Geografías del teatro en América Latina. Un relato histórico*. Bogotá: Luna Libros.

LIUT, Martin (2024), *El país de las canciones. De Charly y Evita a María Becerra y Trueno*. Buenos Aires: Gourmet Musical.

MENTON, Seymour (2002), *Caminata por la narrativa latinoamericana*. México, F.C.E.-Xalapa: Universidad Veracruzana.

MIGNOLO, Walter (2008), "El pensamiento des-colonial, desprendimiento y apertura: un manifiesto". *Revista Telar*, nº 6, pp. 7-38.

MIGNOLO, Walter (2013), "Geopolítica de la sensibilidad y del conocimiento. Sobre (de)colonialidad, pensamiento fronterizo y desobediencia epistémica". *Revista de Filosofía*, nº 74.

MARTÍNEZ VALDERAS, Jara; SAURA-CLARES, Alba y LUQUE, Diana (2023), *Teatro y artes escénicas en el ámbito hispánico. Siglo XXI. Escenas en diálogo*. Madrid: Cátedra.

MORALES ORTIZ, Gracia (coord.) (2022), *Griselda Gambaro. El desafío de la lucidez*. Sevilla: Editorial Universidad de Sevilla.

MUGUERCIA, Magaly (2010), *Teatro latinoamericano del siglo XX. Primera modernidad (1900-1950)*. RIL Editores.

OVIEDO, José Miguel (2001), *Historia de la literatura hispanoamericana*. 4 volúmenes. Madrid: Alianza.

POBLETE, Juan (ed.) (2021), *Nuevos acercamientos a los estudios latinoamericanos: cultura y poder*. Ciudad Autónoma de Buenos Aires: CLACSO y México, UNAM. Disponible en <http://biblioteca.clacso.edu.ar/clacso/se/20211006114458/Nuevos-acercamientos.pdf>.

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

ROJAS MIX, Miguel (1991), *Los cien nombres de América. Eso que descubrió Colón*. Barcelona: Lumen.

TODOROV, Tzvetan (2010), *La conquista de América. El problema del otro*. Madrid, Siglo XXI Editores.

VVAA (2009), *Diccionario de Estudios culturales latinoamericanos*. México: Siglo XXI. Disponible en <http://elpaginaslibres.files.wordpress.com/2009/12/diccionario-de-estudios-culturales-latinoamericanos.pdf>

## Software

Microsoft Teams.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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