



CURSO: SPAN 353: SPANISH AMERICAN LITERATURE I

COURSE OBJECTIVES

This course aims to introduce the student to the study of Spanish American literature from the colonial era to the time of independence at the end of the 19th century. Throughout the course, we will see a variety of texts representative of these periods. Students will analyze this literature in its continual attempts to form a new identity differentiated from European influences.

Following a brief introduction and synthesis of precolonial cultures, we will read chronicles of witnesses of the Conquest such as Christopher Columbus, Hernán Cortés and Bernal Díaz del Castillo, followed by different historical works such as those of Ercilla and Bartolomé de las Casas. We will then study the first authors of Spanish American literature, such as Garcilaso de la Vega and Sor Juana Inés de la Cruz, and we will finish the course with an introduction to modernism and the work of José Martí, after having studied the most representative authors of Romanticism, Realism, and Naturalism who drove Spanish American cultural emancipation.

STRUCTURE

This course consists in the study and thorough analysis in class of selected texts, with a previous contextualization of the author and era in question.

In order for classes to be as dynamic as possible, it is crucial for students to read texts beforehand and be prepared to actively participate in class, enriching the analysis through their comments and viewpoints.

Each student will receive a list of *key questions* for each topic. This list will prepare students to undertake the readings and facilitate comprehension of the material.

In addition to these readings, students will **read a complete work** representative of Spanish American literature such as the novel *Sab* by Gertrudis Gómez de Avellaneda. To complement the readings, students must make an **oral presentation** in class on a relevant topic or aspect of the works studied. Students may receive orientation from the instructor during the preparation of the presentation.

Students must prepare a **research paper** on one of the topics in the program, with the exception of readings prepared in class. To this end, students will be provided with a

list of possible topics. Given that this is a research paper, they must consult complementary sources.

Papers should be between **6 and 8 pages maximum** (typed, in Word format, Arial 12 font and double-spaced). Before writing, students must hand in a research proposal so the instructor may orient them and help them find complementary materials available in our library. Not handing in the project within the timeline established in this syllabus will lower the grade between 5 and 10 points. If plagiarism is detected, the grade will be a 0.

For this paper, students should use MLA format (they will receive information on this format in the orientation).

BIBLIOGRAPHY

ANDERSON IMBERT, E. Historia de la Literatura Hispanoamericana. México: Fondo de Cultura Económica, 1974.

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CHANG RODRÍGUEZ, R/ FILER, M. Voces de Hispanoamérica. Boston: Heinle& Heinle, 1988.

ESTEBAN, Ángel. Literatura Hispanoamericana. Introducción y Antología de textos. Granada: Comares, 2003.

FRANCO, Jean. Historia de la literatura hispanoamericana. Barcelona: Ariel, 1979

GOIC, C. Historia y crítica de la literatura hispanoamericana. (Vol I) Barcelona: Crítica, 1988.

ÍÑIGO MADRIGAL, Luis. Historia de la literatura hispanoamericana. Tomos I,II. Madrid: Cátedra, 1998.

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TEXTBOOK

GÓMEZ DE AVELLANEDA, Gertrudis. Sab. Madrid: Cátedra, 1999.

Cuaderno de textos. SPAN 353. Otoño 2019

EVALUATION

1.	Participation	25%
1.	Written test	20%
1.	Oral presentation	10%
1.	Research project	20%
5.	Final exam	25%

1. OTHER REQUIREMENTS

It is a requirement of this class and CCCS to participate in the language exchange program. There will be a special event in the center to meet your language partner.

1. TOPICS COVERED

Dates	Date/Activity Planned
Week 1	<ul style="list-style-type: none"> • Presentation. Introduction. Basic concepts of the course. • Brief synthesis of precolonial cultures. Literary examples. • Introduction to chronicles of the Conquest. • Christopher Columbus: "Carta a Luis de Santagel."
Week 2	<ul style="list-style-type: none"> • <u>Bartolomé de las Casas: <i>Brevísima relación de la destrucción de las Indias</i></u>. (excerpts). • Bartolomé de las Casas in relation with other chroniclers. • The Renaissance influence: Alonso de Ercilla. <u><i>La Araucana</i></u> (excerpts).
*October 12	Fiesta de la Hispanidad:
Week 3	<ul style="list-style-type: none"> • Garcilaso de la Vega: <u><i>Los comentarios reales</i></u> (excerpts)
Week 4	<ul style="list-style-type: none"> • Introduction to the Baroque • Sor Juana Inés de la Cruz: "Respuesta a la muy ilustre Sor Filotea de la Cruz." Sonnets.
Week 5	<ul style="list-style-type: none"> • From Neoclassicism to Romanticism: Andrés Bello <p>WRITTEN EXAM</p>
	ALL SAINTS' DAY HOLIDAY
Week 6	<ul style="list-style-type: none"> • Romanticism. General characteristics.

	<ul style="list-style-type: none"> • The conflict between "civilization and barbarism." Faustino Sarmiento. • Esteban Echeverría: "El matadero."
Week 7	<ul style="list-style-type: none"> • Gertrudis Gómez de Avellaneda: life and work • Oral presentations: <i>Sab</i>
Week 8	<ul style="list-style-type: none"> • Traditional and gaucho poetry • Gaucho poetry. José Hernández: <i>Martín Fierro</i> (excerpts) • <i>Tradiciones peruanas</i>. Ricardo Palma
Week 9	<ul style="list-style-type: none"> • Realism and Naturalism Baldomero Lillo: "El chiflón del diablo" • Oral presentation.
Week 10	<p>Introduction to modernism</p> <ul style="list-style-type: none"> • José Martí: "Nuestra América." <i>Versos sencillos</i> • Amado Nervo • Rubén Darío <ul style="list-style-type: none"> • Oral presentation • HAND IN RESEARCH PAPERS • Review: questions and comments
Week 11	FINAL EXAM

NOTE: This syllabus may undergo changes if the needs of the course justify them.