

Spanish American Literary Texts

Code: 100613
ECTS Credits: 6

Degree	Type	Year	Semester
2500248 Spanish Language and Literature	OT	3	0
2500248 Spanish Language and Literature	OT	4	0

Contact

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Use of Languages

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

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 Language and Literature
- Demonstrate knowledge of the history of Spanish and Latin American literature, with special attention to the evolution of genres, movements, trends, trends and styles, and relate them to their historical, artistic and ideological context.
- Master the techniques and methods of literary text analysis and critical analysis of works as a whole and its related disciplines: rhetoric and poetics.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- 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.
- The techniques and methods of the annotated text editing.
- Use the techniques and methods of textual criticism, and its related disciplines.

Learning Outcomes

1. Arguing about several issues and literary problems for the purpose of different works and the assessment of the results.
2. Critically analyze and Hispanic colonial text and be able to write a text comment.
3. Describe and critically analyze the evolution of literary ideas applied to American literature.
4. Ecdotics terminology to apply contemporary texts.
5. Hispanic edit and annotate text.
6. Linking the works of American literature and the socio-historical and aesthetic context in which gestate.
7. Solving problems autonomously.
8. Submitting works in accordance with both individual and small group demands and personal styles.
9. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.

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

*Beatriz Sarlo: "Posmemoria, reconstrucciones"

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

- *La Virgen de los sicarios*, Fernando Vallejo.
- *Balas de plata* Élmer Mendoza

*Sayak Valencia: "Capitalismo gore"

Tema IV: Why keep talking about women's literature?

- *Nadie me verá llorar*, "El hombre que siempre soñó" y "Auto-etnografía con el otro" de Cristina Rivera Garza
- *Fruta podrida* de Lina Meruane

Tema V: Oblique's forms

- *Distancia de rescate* de Samanta Schewblin
- *Las cosas que perdimos en el fuego* y *Los peligros de fumar en la cama* de Mariana Enríquez

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

Activities

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

Assessment

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 III to V. 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 exam has a weight of 33%.

In order to pass the subject it is necessary to have taken the two exams, have produced the presentation and submitted the paper. An average of 5 must be obtained among all the activities and the minimum grade of each activity must be 3.5. The score required for the average must be equal to or greater than 3.5 points. Students will be considered "not evaluable" if they have not carried out at least one of the works.

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.

Assessment Activities

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

Bibliography

Mandatory readings

Valenzuela, Luisa. (2003), "El lenguaje del cuerpo", en de Mora, Carmen (ed.), *Escribir el cuerpo. 19 asedios desde la literatura hispanoamericana*. Sevilla, Universidad de Sevilla.

Meruane, Lina. (2017), *Sangre en el ojo*, Madrid, Randomhouse Mondadori.

Galán, Jorge (2016), *Noviembre*. Barcelona, Tusquets.

Vallejo, Fernando (2004), *La virgen de los sicarios*, Debolsillo.

Ojeda, Mónica (2016). *Nefando*, Barcelona, Candaya.

Arroyo Pizarro, Yolanda (2016), *Las negras*, San Juan, Boreales.

Bayly, Jaime (1997), *La noche es virgen*, Barcelona, Anagrama.

Vallejo, Fernando (2001), *El desbarrancadero*, Barcelona, Alfaguara.

Paredes, Julieta (1999), *Con un montón de palabras* (poesías seleccionadas), La Paz, Ediciones Mujeres Creando".

Negrón, Luis (2012), *Mundo cruel*, San Juan, Germinal.

Arenas, Reinaldo (1990), "Mona", *Viaje a la Habana*, Madrid, Mondadori.

Chávez, Miguel Antonio (2011), "La puta madre patria", *Todos los juguetes*, Quito, Dinediciones.

Hernández, Alejandro (2013). *Amarás a Dios sobre todas las cosas*, Barcelona, Tusquets.

Vallejo, Fernando (1994), *La Virgen de los sicarios*, Madrid, Alfaguara.

Herrera, Yur (2004), *Los trabajos del reino*, Mexico, Tierra adentro.

Uribe, Sara (2012), *Antígona González*, México, Sur Ediciones.

Basic bibliography

Ana María Amar y Sánchez, Luis F. Avilés (eds.) (2015), *Representaciones de la violencia en America 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: narcomaquina y performance de genero*. Disponible en <<http://hemisphericinstitute.org/hemi/es/e-misferica-82/triana>>

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>>