



CIEE Seville, Spain

Course name:	Latin American and Spanish Literature of the Margins
Course number:	LITT 3105 CSCS
Programs offering course:	Liberal Arts, Advanced Liberal Arts, Business and Society and Communication, New Media and Journalism – Spanish Programs
Language of instruction:	Spanish
U.S. semester credits:	3 semester hours / 4.5 quarter hours
Contact hours:	45
Term:	Fall 2019

Course Description

The objective of this class is to explore the literary manifestations of the margins (geo-political, ethnic, socio-economic, gender, sexual orientation, cultural, literary, etc) in Spanish and Latin American cultures and the identity constructions (national, regional, ethnic, sexual) that have evolved as a result of this phenomenon. To this end, the class will examine these afore mentioned themes in detail, utilizing theoretical essays, literary texts (short stories, poetry and essays) and films pertaining to a wide range of styles and periods.

Learning Objectives

The learning objectives of the course focus on the identification of the texts by students according to their historical and social context. Essential in these texts are the characteristics of the literary moment, characteristics of the authors and the identification of the margin in said texts, furthermore, knowing how to relate the titles chosen from the concept of margin, the reflection on it and the criteria that determine it. The course also aims to encourage independent research by students of texts or literary productions that can be framed within the idea of margin and center. Through the close reading of both literary and other cultural texts or cultural productions from authors in Spanish, we will explore themes of citizenship and diaspora, nationalism and globalization, multiculturalism and exclusion, gender, sexual orientation, etc.

Course Prerequisites

To get the most out of this course, it is recommended that the student read the texts listed on this syllabus prior to the beginning of the course, although this is not obligatory.

4 semesters of college-level Spanish (or equivalent). Students need to have a GPA of at least 2.5.

Methods of Instruction

The course is both theoretical and practical in nature. The class will begin with an introduction to the concept of marginalization and its relation to literature. After that, the course will analyze different manifestations through specific authors. The session will begin with a brief explanation of the historical-literary context to these authors pertain and will continue with a detailed analysis of the chosen texts. This study will be conducted not only by the professor but also by the student. In this way, the course will be interactive and draw upon the students' opinions as a means of arriving at determined conclusions. Consequently, the class will be divided into groups and will analyze, along with the professor, the relevant texts.



Course Requirements

Classwork

At the end of each subject students will individually submit a mini opinion piece (500-600 words) about each of the class readings. Sometimes, these can be replaced by a secondary source that the teacher considers appropriate. Font: Times New Roman 12, 1.5. spaced. The instructions will be given at the beginning of the course.

Participation in online forums

Discussion forums about the authors and the readings of the program related to current issues will be created. It is expected that students express their opinion on the topics raised by the teacher including articles, videos and comment on the views of their classmates. To obtain a 100 in this section it is necessary to have participated in all the forums. As an example, some of the forums in previous years have been

- Civilization and barbarism.
- Prisons and human rights in literature and cinema.
- Rubén Darío and "A Rossovelt": imperialism and its consequences.
- Emigration: a problem without borders.
- Xenophobia: its causes and possible solutions

Final Project

It will consist of revised portfolio of classwork (the rules will be explained carefully at the beginning of the course). The objective being a continuous evaluation of the subject. The number of pages will depend on the pages written in the mini opinion articles of the course to which an introduction, a final conclusion and a bibliography will have to be added. 12 Times new roman, 1.5 spaced. The students will be able to deliver a draft to the teacher. The date will be said at the beginning of the classes.

Assessment and Final Grade

The evaluation of this course will be ongoing and will place a special interest in the timely completion of written assignments, as well as participation in class discussions. There will be two exams, a midterm and a final. Finally, students will submit a final paper. Students will have the option to submit a rough draft to the professor. This paper will be explained the first day of class.

The final grade will consist of the following components:

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|----------------------------------|-----|
| ▪ Midterm Exam | 20% |
| ▪ Final Exam | 20% |
| ▪ Classwork | 15% |
| ▪ Participation: | |
| ✓ Participation in online forums | 10% |
| ✓ Active Participation in class | 10% |
| ✓ Quizzes | 10% |
| ▪ Final Project: | 15% |



Attendance policy

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind. If a student misses class twice without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 5 points (on a 100-point scale) for each class missed thereafter. Students with 6 or more absences will fail the course.

Students should arrive to class on time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor's note: signed, stamped, and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

* Notes from a physician will only be valid and admitted by the Program Manager if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend class that day.

Academic honesty

Students are expected to act in accordance with their university and CIEE's standards of conduct concerning plagiarism and academic honesty. Use of online translators for work in Spanish will result in an automatic failure.

Language Resource Center

Students may visit the Writing Center to receive assistance with the composition of the written assignment and final essay.

Weekly Schedule

The calendar below offers an ideal proposal for the timeline of this course. This schedule is subject to change based on the needs of the students. The exam schedule will remain the same.

1st Week

-Course Introduction

-Introduction to the concept of marginalization and its relation to literature. Civilization and barbarism.

- Past margins in Literature. *¿La Jácara?, ¿Cervantes?*

-Reading: Tzvetan Todorov. Test. Fear of the barbarians (selection)

2nd Week

-Jose Martí

-Reading: Essay. "Nuestra América" (fragments) and "El presidio político" en Cuba (selection of chapters)

3rd Week

- José Martí continued.



-Reading: Essay. "Nuestra América" (excerpts) and "El presidio político" en Cuba (selection of chapters)

4th Week

-Ruben Dario.

-Reading: Poetry. Songs of life and hope ("A Roosevelt")

5th Week

-Rosalía de Castro.

-Reading: Poetry. Cantares Gallegos ("Castellanos de Castilla")

6th Week

Midterm exam.

7th Week

-Nicolás Guillén.

-Reading: Poetry. "Motivos del Son" ("Mulata") and "Sóngoro cosongo" ("La canción del Bongo")

8th Week

-Federico García Lorca.

-Reading: Poetry. Romancero gitano ("Romance de la Guardia Civil española")

9th Week

-Rosa Montero

-Reading: *Te trataré como a una reina*

10th Week

-Rosa Montero

-Reading: *Te trataré como a una reina*

-Latinoamerica

-Readings: Gloria Anzaldúa. *La Frontera*. Essay and poetry ("Movimientos de rebeldía culturas que traicionan", "Compañera cuando amábamos")

11th Week

-Latinamerica

-Readings: Gloria Anzaldúa. *La Frontera*. Essay and poetry ("Movimientos de rebeldía betray culturas que traicionan", "Compañera cuando amábamos")

12th Week

-Review. Final project DUE. Final Exam.

Out of Class Activities

Throughout the course of the semester, there will be out of class activities such as films, conferences, visits to the cinema and theatre, etc. whenever possible in order for students to get the most out of the course. The professor will inform the students of such events with sufficient



notice. Attendance in some cases may be mandatory. Attendance will have an effect on the student's final grade.

Required Activity

Depending on the availability of the speakers, one of these two workshops will be held:

- * Gypsy culture in Spain
- * Illegal immigration

Course Materials

Readings

Primary Sources

- ANZALDÚA, G., *Borderlands. La frontera*, San Francisco, 1999.
- DARÍO, R., *Cantos de vida y esperanza, los cisnes y otros poemas*, J. C. Rovira (editor) Alianza, Madrid, 2004.
- DE CASTRO, R., *Cantares gallegos*, Cátedra, Madrid, 1993.
- GARCÍA LORCA, F., *Poema del cante jondo. Romancero gitano*, J. Caballero y A. Joseph (editores), Cátedra, Madrid, 1996.
- GUILLÉN N., *Summa Poética*, L. I. Madridgal (editor), Cátedra, Madrid, 1995.
- MARTÍ, J., *Obras completas*, Ciencias sociales, La Habana, 1975.
- MONTERO, R., *Te trataré como a una reina*, Seix Barral Barcelona.
- TODOROV, T., *El miedo a los bárbaros*, Galaxia Gutenberg, Barcelona, 2008.

For general consultation (the concept of marginality and relation to literature)

- BLOOM, H., *El canon occidental: la escuela y los libros de todas las épocas*, trad. esp. de Damián Alou, Anagrama, Barcelona, 1995.
- FAGUNDO, A. M., *Literatura femenina de España y las Américas*, Fundamentos, Madrid, 1995.
- GILBERT, S. y GUBAR S., *La loca del desván: la escritora y la imaginación literaria del siglo XIX*, Cátedra, Madrid, 1998.
- LA VONNE BROWN RUOFF, A. y W. WARD J. (eds.), *Redefining American Literary History*, Modern Language Association of America, New York, 1990.
- LOBATO, MARÍA LUISA. *La Jácara en el Siglo de Oro: literatura de los Márgenes*. Vervuet. Madrid, 2014
- MALDONADO, M. y PALMA CEBALLOS M. (eds.), *Márgenes y minorías en la literatura*, Ediciones del Orto, Madrid, 2003.
- PALUMBO-LIU, D. (ED.), *The Ethnic Canon: Histories, Institutions and Interventions*, University of Minnesota Press, Minneapolis, 1995.
- SULLÁ, E. (compilador de textos), *El canon literario*, Arco Libros, Madrid, 1998.
- TODOROV, T., *El miedo a los bárbaros. Más allá del choque entre civilizaciones*, Galaxia Gutenberg, Barcelona, 2008.
- VILLANUEVA, DARÍO (compilador), Itamar Even-Zohar [et al]. *Avances en teoría de la literatura: (estética de la recepción, pragmática, teoría empírica y teoría de los polisistemas)*. Universidad de Santiago de Compostela, Servicio de Publicaciones e Intercambio Científico, 1994



V.V.A.A., *Marginalidad en América Latina: un ensayo de diagnóstico*, Herder Barcelona, 1969.

Specific to each author

The professor is at the student's disposition for any questions or consultation concerning the bibliography of each of the syllabus' authors.