



## **CIEE in Seville, Spain**

<b>Course name:</b>	LITERATURA DE LOS MÁRGENES / LATIN AMERICAN AND SPANISH LITERATURE OF THE MARGINS
<b>Course number:</b>	LITT 3105 CSCS
<b>Programs offering course:</b>	Liberal Arts, Advanced Liberal Arts, Business and Society and Communication, New Media and Journalism Program - Spanish
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3 semester hours / 4.5 quarter hours
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2019

### **COURSE DESCRIPTION**

The objective of this class is to explore the literary manifestations of the margins (geopolitical, ethnic, socio-economic, gender and sexual orientation) 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 aforementioned themes in great detail, utilizing theoretical essays, literary texts (short stories, poetry and essays) and films pertaining to a wide range of styles and periods.

### **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.

### **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.

At the beginning of each session, students must individually turn in an opinion article about the text. In this assignment, the student should express his or her first reaction to the text. The maximum length is two pages per text, Times New Roman 12, double-spaced.

There will be a midterm and final exam. In addition to the exams, the student will be required to hand in an essay (6 pages) on the last day of class (bibliography included). The requirements for the essay will be given to students on the first day of class and will include the course website information.

## **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. Each of these will include essay questions concerning the theory explained and topics debated in class.

Finally, students must turn in an essay whose criteria will be given on the first day of class. The student should discuss the topic with the professor before turning in the final version. Those students who would like to turn in a rough draft before the final may do so. The date for this draft will be given in the beginning of the semester.

**CIEE classes are not graded on a curve nor is there extra credit work. The final grade will be based upon the following criteria:**

The final grade will consist of the following components:

Mid-term exam	20%
Final exam	30%
Final Essay (6 pages)	20%



Written assignments (Opinion articles)	15%
Class participation and attendance	15%

### **Exams**

Exams will consist of four questions each one. Some will be short answer and others will include materials from the readings with questions relating directly to the texts. The professor will provide examples of the exam on the course web page. Assignments include the opinion articles and other written compositions that will be completed throughout the course.

### **Opinion Articles**

At the beginning of each class, each student will individually turn in an article expressing their opinion on the class topic for that day. It is expected that the students express their first impressions over the text. A maximum of two pages will be accepted for each lecture. (Word, Times New Roman, 12in, and double spaced.)

\*Written essay (6 pages, in Spanish): Information and instructions over the essay will be provided on the course web page. The professor will also explain them at the beginning of the course.

\***Important:** Students who have an unexcused absence will not be able to receive an 'A' in participation.

## **COURSE REQUIREMENTS**

### **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 once 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 10 points (on a 100-point scale) for each class missed thereafter. Students with 3 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.

### **Academic honesty**

Students are expected to act in accordance with their university and CIEE's standards of conduct concerning plagiarism and academic dishonesty. 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.

## **COURSE OUTLINE**

- 1. Introduction to the concept of marginalization and its relation to literature**
  - a. Reading: Tzvetan Todorov. Essay. *Fear of the Barbarians* (selection)
- 2. Geopolitical Marginalization: center/peripherals, colonialism**
  - a. Latin America (vs. Europe and the US)  
Reading: José Martí. Essay. "Our America" (fragments) and *Political Precedence in Cuba* (select chapters)
  - b. Spain (peripheral zones vs. The center)  
Reading: Rosalía de Castro. Poetry. *Galician Songs* ("Castillians of Castille")
- 3. Ethnic and Socioeconomic Marginalization**
  - a. Latin America (Afro-hispanic minorities)



Reading: Nicolás Guillén. Poetry. *Motives of son* (“Mulatta”) and *Sóngoro consongo* (“The song of the bongo”)

b. Spain (Gypsy culture)

Reading: Federico García Lorca. Poetry. *Gypsy Ballad* (“Ballad of the Spanish Civil Guard”)

**4. Marginalization based on sexual orientation**

a. Latin America

Reading: Gloria Anzaldúa. *Borderlands/La frontera*. Essay and poetry. (“Movements of rebellion and cultures that betray”, “Companion when we loved”)

**5. Gender Marginalization**

a. Spain

Reading: Rosa Montero. Novel. *I’ll treat you like a queen*.

**WEEKLY SCHEDULE**

The calendar below offers an ideal proposal for the development of this course. However, the professor will keep in mind the learning rate and the opinions of the students, making the schedule susceptible to any change in benefit of the students, with the exception of the exams.

**Week 1:**

- Course Introduction.
- Presentation of course and introduction to the concept of marginality and its relation to literature.
- Reading: Tzvetan Todorov. Essay. *Fear of the Barbarians* (selection)

**Week 2:**

- Continue with Reading: Tzvetan Todorov. Essay. *Fear of the Barbarians* (selection)
- José Martí
- Reading: José Martí. Essay. “Our America” (fragments) and *Political Precedence in Cuba* (select chapters)



**Week 3:**

- Continue with José Martí
  - Reading: José Martí. Essay. "Our America" (fragments) and *Political Precedence in Cuba* (select chapters)

**Week 4:**

- Rubén Darío
  - Reading: Poetry. *Songs of life and hope* ("To Roosevelt")

**Week 5:**

- Rosalia Castro
  - Reading: Rosalía de Castro. Poetry. *Galician Songs* ("Castillians of Castille")

**Week 6:**

- **Review and Mid-term Exam**

**Week 7:**

- Nicolás Guillén
  - Reading: Nicolás Guillén. Poetry. *Motives of son* ("Mulatta") and *Sóngoro consongo* ("The song of the bongo")

**Week 8:**

- Federico García Lorca
- Reading: Federico García Lorca. Poetry. *Gypsy Ballad* ("Ballad of the Spanish Civil Guard")

**Week 9:**

- Continue with Federico García Lorca
- Reading: Federico García Lorca. Poetry. *Gypsy Ballad* ("Ballad of the Spanish Civil Guard")



- Reading: Gloria Anzaldúa. *Borderlands/La frontera*. Essay and poetry. (“Movements of rebellion and cultures that betray”, “Companion when we loved”)

#### **Week 10:**

##### Gloria Anzaldúa. *Borderlands/La frontera*

- Reading: Gloria Anzaldúa. *Borderlands/La frontera*. Essay and poetry. (“Movements of rebellion and cultures that betray”, “Companion when we loved”)

#### **Week 11:**

##### Rosa Montero

- Reading: Rosa Montero. Novel. *I'll treat you like a queen*.

#### **Week 12:**

##### Review

- Turn in Final Essay

##### 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.

### **MANDATORY ACTIVITY:**

“History and Marginalization of the Gypsy Community” Conference about the gypsy culture given by D. Manuel Santiago (professor) and Dña. María del Carmen Hernández (AMURADI: Association of Romany Women University Students of Andalucía)



## **REQUIRED READING**

The reading texts on this subject and the necessary theory will be given to students through the CIEE Informatics Service and the course website.

The professor will hand out all other materials considered necessary in class.

*I'll treat you like a queen* by Rosa Montero. It is recommended that student begin to read the novel from the beginning of the semester. While the novel is not discontinued, it is recommended that students order the book from any bookstore in the city 7-10 days before beginning their reading.

## **BIBLIOGRAPHY**

### **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.

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.

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.

-Recommended link:

[www.cervantesvirtual.com](http://www.cervantesvirtual.com)