CIEE in Barcelona, Spain

Course name: Literary Images of Catalonia and Spain
Course number: LITT 3001 BASP (ENG)
Programs offering course: Barcelona Business and Culture, Barcelona Economics and Culture, Barcelona Language and Culture
Language of instruction: English
U.S. Semester Credits: 3
Contact Hours: 45
Term: Spring 2019

Course Description

In this course, we will discuss and analyze key literary works in order to gain understanding of some of the concepts, narratives and tensions that make up contemporary Catalan and Spanish identities. The chosen texts reflect on issues such as the Spanish Civil War, Catalan nationalism and the recuperation of historical memory in contemporary Spain. They include Mercè Rodoreda's *In Diamond Square*, Federico García Lorca's *Gypsy Ballads*, Javier Cerca's *Soldiers of Salamis* and Miguel Delibes’ *Five hours with Mario*. This course will also explore key theoretical conventions, terminology and expectations in the study of literature, as tools for the analysis of the work at hand.

Learning Objectives

The aim of this course is:

- To introduce students to some of the Spanish writers (mainly 20th century) whose work reflects on broader societal and identity processes.
- To reinforce concepts and tools of literary criticism in order to enable students to clearly and effectively communicate ideas and intuitions/feelings about a literary text at the end of the course.
- To enrich the students’ knowledge of the main social and political tensions of recent and contemporary Spain through literary texts.
- To offer an interdisciplinary approach that connects Literature to History and the Arts, as tools of social analysis.

Course Prerequisites

An interest in the Humanities, and more particularly in Literature.

Methods of Instruction

Lectures, readings and class debates. The course will include the screening of the film adaptation of one of the books, *Soldiers of Salamis*, directed by David Trueba as well as
a Mercè Rodoreda Tour around the neighborhood of Gracia, in Barcelona, where students will be able to visit some of the paces mentioned in *In Diamond Square*.

**Assessment and Final Grade**

The final grade will be an average of the following components:

1. Midterm Exam: 20%
2. Final Exam: 20%
3. Research paper: 25%
4. Oral presentation: 10%
5. Group Assignment: 5%
6. Quizzes: 10%
7. Class participation: 10%

**Course Requirements**

**Midterm and Final Exams**

There will be a Midterm Exam and a Final Exam. Both exams will have exactly the same structure. They will both consist of three sections: 10 definitions, 4 short questions and an essay on the book (*In Diamond Square* in the Midterm and *Soldiers of Salamis* in the Final Exam).

**Research Paper and Oral Presentation**

Students will be required to write a term paper (2,300-2,800 words) and present their research / creative paper during specific class periods (10 minutes). Topics will be individually discussed with the professor. The research paper will present a hypothesis that needs to be verified, the findings, the conclusions and the references. The creative paper should explore one or two of the narrative devices studied in class and justify the different literary decisions.

**Group Assignment and Quizzes**

Students will be asked to write one group assignment on some concepts and tools of literary criticism (400 words) and will also have to do two online quizzes in class (16 multiple choice questions).

**Class Participation**

Students are expected to participate in the general class discussion of the texts and will be encouraged to reflect on different points of view in order to promote critical thinking.

Late assignments will be marked down 10% after the first day and 5% every day afterwards.
No coursework will be accepted after the last day of class.

Use of cellphones/laptops for leisure purposes is absolutely prohibited in class.

**CIEE Barcelona Attendance Policy**

Students are expected to attend all scheduled class sessions on time and prepared for the day’s class activities. CIEE does not distinguish between justified or unjustified absences, whether due to sickness, personal emergency, inevitable transport delay and/or other impediments. You are considered responsible of managing your own absences. Please keep in mind that exams, paper submission dates, presentations and any other course work deadlines cannot be changed.

No academic penalty will be applied if students miss up to 3 class sessions. If students miss up to 5 class sessions, students’ final course grade will drop 5 points out of 100 on the CIEE grade scale for each additional absence beyond 3 (for example a 95 will become a 90 if they reach the 4th absence, and an 85 if they reach the 5th absence). **Students will automatically fail the course if they miss more than 20% of total class hours (i.e. if they exceed 5 absences).**

For students who miss up to 20% of the total course hours due to extenuating circumstances, the Academic Director may allow for exceptions to the local attendance policy based on documentation such as proof of bereavement, religious observances, hospitalization etc.

Students arriving more than 10 minutes late to the class will be considered absent for a day.

**Weekly Schedule**

**Session 1**

Introduction  
Course Description. Due dates for exams, papers, etc.  
The Spain of Don Quixote  
Readings: Cervantes 1930: 31, 68.

**Session 2**

The greatest masterpiece of Spanish literature: Cervantes’ Don Quixote  
Chivalric romances. Pastoral romances. Gender hybridization.  
Readings: Cervantes 1930: 68.

**Session 3**

Cervantes’ Don Quixote  
Fernández de Avellaneda. Metaliterature in Don Quixote.  
Readings: Cervantes 1930: 84-94.

**Session 4**

Jose Luis Borges’ *Don Quixote*  

Session 5  Franz Kafka's *Don Quixote*
Kafka's re-writing of the classics. The re-appropriation of Don Quixote.
Group Assignment

Session 6  Visit to "sala cervantina"

Session 7  Antonio Machado
The end of the Spanish Colonial Empire: the generation of 1898
Quiz 1

Session 8  Federico García Lorca’s *Gypsy ballads*
Literary and artistic avant-gardes.

Session 9  Federico García Lorca’s
Surrealism and Cubism in Lorca’s work.

Session 10  Mercè Rodoreda: *In Diamond Square*
Context and characters
Readings: Rodoreda, Mercè. 2014.

Session 11  Mercè Rodoreda: *In Diamond Square*
Symbolism in Rodoreda
Readings: Rodoreda, Mercè, 2014.

Session 12  Midterm Exam

Session 13  Visit to a Civil War Air-Raid Shelter

Session 14  Mercè Rodoreda: *Short stories*
The Salamander: class discussion

Session 15  Switching Narrative voices

Session 16  Miguel Delibes: *Five hours with Mario*
Post-war and the Franco regime.

Session 17  Miguel Delibes: *Five hours with Mario*
Carmen and Mario: the two Spains

Session 18  Maria-Mercè Marçal and Sylvia Plath
Literary canon vs Female genealogy.
— 1995: 14
Plath, 2008
Quiz 2

Session 19  Field-Trip to the Catalan History Museum

Session 20  Class Presentation

Session 21  Class Presentation  /  Paper

Session 22  Javier Cercas
The recovery of Historical Memory

Session 23  Film: David Trueba’s Soldiers de Salamina

Session 24  Javier Cercas
Fiction vs History.

Session 25  Javier Cercas
The hero in Soldiers of Salamis

Session 26  Final Exam

Readings

Primary sources

— «Inside my head I have a man's head». *Catalan Writing*, translated by Sam D. Abrams, 14, 1995.

**Other references of interest**