



## **CIEE Seville, Spain**

<b>Course title:</b>	Latin American and Spanish Literature of the Margins
<b>Course code:</b>	LITT 3105 CSCS
<b>Programs offering course:</b>	Advanced Liberal Arts, Business and Society, Communications, New Media and Journalism Spanish, Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Fall 2023

### **Course Description**

This course explores 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 construction of identities (national, regional, ethnic, sexual) that have evolved as a result of this phenomenon. To this end, the class will examine these themes in detail, using theoretical essays, literary texts (short stories, poetry and essays) and films pertaining to a wide range of styles and periods.

### **Learning Objectives**

By completing this course, students will:

- Discern how the concept of margin, the reflection on it and the criteria that determine it concur in a number of texts embedded into their respective historical and social contexts.
- Differentiate the characteristics of the literary moment, the authors and the identification of the margin in said texts.
- Research independently on texts or literary productions that can be framed within the idea of margin and center.
- Discover through the close reading of both literary and other cultural texts or cultural productions from authors in Spanish, the 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 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.

### ***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

## **Language Resource Center**

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

## **Assessment and Final Grade**

1.	Midterm Exam	20%
2.	Final Exam	20%
3.	Classwork	15%
4.	Final Project	15%
5.	Participation	30%
	TOTAL	100%

## **Course Requirements**

### **Midterm Exam**

### **Final Exam**

### **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.

### **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.

### **Participation**

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 Rossoevelt": imperialism and its consequences.
- Emigration: a problem without borders.
- Xenophobia: its causes and possible solutions

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.

## **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24

hours, cannot miss assessment worth more than 5% of final course grade)

- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

### **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

### **Weekly Schedule**

#### **Week 1**

Class: 1.1 Course Introduction

- Introduction to the concept of marginalization and its relation to literature. Civilization and barbarism.
- Past margins in Literature. *¿La Jácara? ¿Cervantes?*

Class: 1.2 Reading: Tzvetan Todorov

Test. Fear of the barbarians (selection)

- Classwork: Quizz-*Tzvetan Todorov. Test. Fear of the barbarians*
- Classwork: *Discussion- La Misión, 1986*

#### **Week 2**

Class: 2.1 Jose Martí

Reading: Essay. "Nuestra América" (fragments)

Class: 2.2 José Martí

Reading: "El presidio político" en Cuba (selection of chapters)

#### **Week 3**

Class: 3.1 José Martí continued.

Reading: Essay "Mi Raza"

Class: 3.2 José Martí

Reading: Ismaelillo. Versos libres. Versos sencillos (fragments)-Classwork: *Quiz- José Martí. Nuestra América. 1º de enero de 1891 / Mi Raza*

#### **Week 4**

Class: 4.1 Ruben Darío

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

Class: 4.2 Rubén Darío

- Reading: Canción de otoño en primavera
- Classwork: Paper- "A Colón". Rubén Darío

### Week 5

Class: 5.1 Rosalía de Castro

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

Class: 5.2 Rosalía de Castro

- Reading: Adiós ríos, adios fontes
- Classwork: Paper- "Adiós ríos, adiós fontes"

### Week 6

Class: 6.1 Review

Class: 6.2 Midterm Exam

### Week 7

Class: 7.1 Nicolás Guillén

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

Class: 7.2 Nicolás Guillén

Reading: West Indies, Ltd

- Classwork: Quiz- Nicolás Guillén, "Sensemayá. Canto para matar a una culebra"

### Week 8

Class: 8.1 Federico García Lorca.

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

Class: 8.2 Federico García Lorca

- Reading: *La Casa de Bernarda Alba*
- Classwork: Discussion- "Los gitanos en Lorca. Los gitanos en España"

### Week 9

Class: 9.1 Rosa Montero

Reading: *Te trataré como a una reina*

Class: 9.2 Rosa Montero

- Reading: *Te trataré como a una reina*
- Classwork: Reading- "Te trataré como a una reina" (Francisca López, Bates College)

### Week 10

Class: 10.1 Latinoamerica

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

Class: 10.2 Gloria Anzaldúa

- Readings: *Esta puente, mi espalda. Voces de mujeres tercermundistas en los Estados Unidos*

## **Week 11**

Class: 11.1 Latinamerica: Gloria Anzaldúa

Readings: *Esta puente, mi espalda. Voces de mujeres tercermundistas en los Estados Unidos*  
(selection of chapters)

Class: 11.2 Classwork: "Interview: Gloria Anzaldúa". Karin Ikas

## **Week 12**

Class: 12.1 Oral Presentations Review

Final Project DUE

Class: 12.2 Final Exam

## **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.