## Course Specifications

Valid as from the academic year 2019-2020

### Spanish-American Literature I (A000868)

<table>
<thead>
<tr>
<th>Course size</th>
<th>(nominal values; actual values may depend on programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>5.0</td>
</tr>
<tr>
<td>Study time</td>
<td>150 h</td>
</tr>
<tr>
<td>Contact hrs</td>
<td>45.0 h</td>
</tr>
</tbody>
</table>

### Course offerings and teaching methods in academic year 2019-2020

A (semester 2) Spanish
- Seminar: coached exercises 15.0 h
- Lecture 15.0 h
- Self-reliant study activities 10.0 h
- Practicum 7.5 h

### Lecturers in academic year 2019-2020

<table>
<thead>
<tr>
<th>Welsch, Laura LW07</th>
<th>Lecturer-in-charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logie, Ilse LW07</td>
<td>Staff member</td>
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</tbody>
</table>

### Offered in the following programmes in 2019-2020

<table>
<thead>
<tr>
<th>Programme</th>
<th>credits</th>
<th>offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts in Linguistics and Literature (main subject Dutch - Spanish)</td>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>Bachelor of Arts in Linguistics and Literature (main subject English - Spanish)</td>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>Bachelor of Arts in Linguistics and Literature (main subject French - Spanish)</td>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>Bachelor of Arts in Linguistics and Literature (main subject German - Spanish)</td>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>Bachelor of Arts in Linguistics and Literature (main subject Latin - Spanish)</td>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>Bachelor of Arts in Archaeology</td>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>Exchange Programme Linguistics and Literature</td>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>Preparatory Course Master of Arts in Linguistics and Literature (main subject Iberian-Romance Languages)</td>
<td>5</td>
<td>A</td>
</tr>
</tbody>
</table>

### Teaching languages

- Spanish

### Keywords

- Spanish-America, literature, cultural history, close reading.

### Position of the course

This course builds on the ‘Spanish and Spanish-American Civilization” course and aims at providing students with insights in the main terminology and movements of Spanish-American literature since the colonisation era. It focuses on providing insights in the historical and ideological function of literature and on providing certain constants in Latin-American identity between the past and the present.

### Contents

This course covers the main tendencies, genres and concepts of Hispano-American literature from the Spanish discovery and conquest in the 16th century to this date. While it focuses on colonial literature and the Independence (19th century), connections are being established with modern and contemporary literary productions.

The programme revolves around capita selecta and covers the following themes:
- The chronicle is considered as the Spanish-American genre par excellence, starting from Columbus, Bartolomé de las Casas, Bernal Díaz del Castillo and Álvar Núñez Cabeza de Vaca (the "cronistas de Indias") onwards, continued during the modernist period (e.g. José Martí) and still holding a central role to this date (e.g. Carlos...

(Approved) 1
Monsiváis). What is characteristic for this genre and how did it evolve?
• "Mestizaje" and "transculturación" are key concepts in the discourse on Spanish-America. They are manifest in el Inca Garcilaso’s work, but continue to exist well into the twentieth century through authors such as José María Arguedas.
• Sor Juana Inés de la Cruz introduces baroque into Spanish-America as a rewriting of the Siglo de Oro’s Spanish baroque (“barroco del Nuevo Mundo”). Once again, visual artists (the "muralistas") and writers like Alejo Carpentier and Gabriel García Márquez return to these roots during the twentieth century.
• The importance of the essay in the discussion on “civilization and barbarism” through a postcolonial approach of Shakespeare’s Caliban character in The Tempest.
• Passion and patriotism: the novel’s role in the foundation of the Spanish-American Nation State (the so-called “Foundational Fictions”, Sommer) and its continuation in contemporary melodrama.
The lectures will be accompanied by seminars where we will analyse texts. Participation in the seminars is obligatory and will prepare students for their paper.

Initial competences
- To have completed the courses in Spanish language proficiency or have gained the required competencies in a different way (level B1).
- To have completed the course in Spanish and Spanish-American culture and civilization or have gained the acquired competencies in a different way.

Final competences
1. To be able to interrelate the literary developments with the establishment of a proper Spanish-American identity.
2. To be able to clarify the main literary works from colonial Spanish-America and the Independence, their respective authors and the socio-political and cultural context in which they originated.
3. To be able to explain the origins, creation and evolution of the most prominent literary genres in Spanish-America.
4. To be able to interrelate the works studied with each other by discussing thematic and formal similarities and/or differences.
5. To be able to comment the individuality of the literary production in colonial Spanish-America and the Independence.
6. To be able to write a bibliography on a specific research question related to one of the topics discussed in the lectures and to cite correctly from that bibliography in a paper written in advanced Spanish.
7. To be able to write a solid text analysis and to report on it in advanced oral and written Spanish.

Conditions for credit contract
Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in ‘Starting Competences’

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Lecture, practicum, self-reliant study activities, seminar: coached exercises

Extra information on the teaching methods
Lectures and seminars
Close reading exercises (‘practica’)
Individual paper
Participation in lectures, seminars and practica is mandatory.

Learning materials and price
Reader containing selected text fragments (will be available at the start of the course)
Powerpoint presentations and reading guides on Ufora
Total cost: € 5

References
The references are available per topic via Minerva.

Course content-related study coaching
Interactive support in seminars (‘practica’) (preparation and supervision of and feedback on the paper) and via Ufora.

Evaluation methods
end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Written examination with open questions
Examination methods in case of periodic evaluation during the second examination period
  Written examination with open questions
Examination methods in case of permanent evaluation
  Participation, assignment
Possibilities of retake in case of permanent evaluation
  Examination during the second examination period is possible in modified form
Extra information on the examination methods
  70% written exam
  30% paper (as a preparation for the bachelor proof) and participation
Calculation of the examination mark
  70% written exam, 30% paper (participation is taken into account)
  A new version of the paper can be handed in after feedback.
  Students who do not take part in the assessment of one or more parts of the course
  evaluation cannot pass the course evaluation. Should the average mark be higher than
  10/20, the final mark will be reduced to the highest non-pass mark (=9).
Facilities for Working Students
  1. Possible exemption from educational activities requiring student attendance
  2. The examination can be rescheduled
  3. Individual feedback can be given during an appointment.
  For more information concerning flexible learning: contact the monitoring service of the
  faculty of Arts and philosophy