

Introduction to the Study of Hispanic Literature

COURSE DESIGNATOR ARGN 3104W

Language of Instruction Spanish

NUMBER OF CREDITS 3 credits

Contact Hours 45 hours

COURSE DESCRIPTION

The aim of this course is to offer an introduction to Hispanic prose, poetry and drama. This is an intensive writing course, where students read samples of the best and most renowned literary texts written in Spanish and at the same time develop strategies to improve their formal (academic) writing, by articulating their opinions and interpreting the text read in class.

INSTRUCTOR

Fundación Ortega y Gasset staff

COURSE OBJECTIVES

By the end of this course, students will have become proficient in the analysis of literary texts in Spanish. The ability to analyze, interpret and /or explain a text (be it literary, or of any other kind) is highly relevant for the study of culture as well as to convey ideas formally (in writing).

This course is meant as a transition between required basic or intermediate language courses and Literature courses. As such, it should help students bridge the gap between an intermediate and an advanced level of Spanish.

Students should acquire some basic tools and concepts to interpret the texts in this syllabus. They should also improve their writing through intensive practice during this course (individual and group work), as well as their oral skills in debates and round tables

METHODOLOGY

Action- oriented approach, where the student is the focus of the class and must carry out tasks using the target language.

Contrastive grammar will be used by the instructor to highlight the differences between the English and the Spanish language (and specifically, the literary language).

Students will write four essays (three papers and one main essay) during this course, one preliminary (draft) version and one final version for each paper. Students will work in teams to correct each other's work before turning in their essays.

COURSE PREREQUISITES

SPAN 1004 or equivalent

REQUIRED READING/MATERIALS

See course content

GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	

B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of how grades are weighted:

Formal writing	45%
Main essay	20%
Class participations	20%
Informal writing	15%
Overall Grade	100%

COURSE CONTENT

PROSE FICTION:

The origins of the novel as a literary genre: Don Juan Manuel.

Infante Don Juan Manuel (Spain). «Lo que sucedió a un moço que casó con una muchacha de muy mal carácter» (*El Conde Lucanor*, 1335)

Two master storytellers in Spanish America:

Jorge Luis Borges. (Argentina): “Emma Zunz”, (*El Aleph*, 1949), and “Juan López y John Ward” (*Los conjurados*, 1985).

Horacio Quiroga (Uruguay). “A la deriva” (*Cuentos de amor, de locura y de muerte*, 1917).

The Latin American boom: the novel as an experiment.

Julio Cortázar (Argentina). *Rayuela* (excerpts) (1963)

The twentieth century picaresque:

Eduardo Mendoza (Spain). *Sin noticias de Gurb* (1990) (excerpts).

Spanish contemporary fiction after the Franco dictatorship:

Javier Marías (España). “En el viaje de novios” (*Cuando fui mortal*, 1996)

Almudena Grandes (España). *El corazón helado* (2007) (excerpts).

POETRY:

The tradition of the Spanish romance

“Romance del veneno de Moriana”, *Flor nueva de romances viejos* (ed. by Ramón Menéndez Pidal)

The Golden Age in Spain:

Selection of poems by Góngora and Quevedo.

The '98 and '27 generations: Antonio Machado, Miguel Hernández, Federico García Lorca (selection)

Poetry in Argentina in the twentieth century:

Selection of poems by Leopoldo Lugones, Oliverio Girondo, Jorge Luis Borges, Alejandra Pizarnik, Olga Orozco.

PLAYS:

La casa de Bernarda Alba (1936). Federico García Lorca (Spain)

La isla desierta. (1937) Roberto Arlt (Argentina).

ATTENDANCE POLICY

Students are expected to attend classes, and those academic activities that form part of each course, regularly and punctually. Credits will be received for academic performance and for the number of class hours attended. Absences should be justified to the Academic Coordinator. **75% of attendance to classes is required to earn credits for each course. Being more than 15 minutes late to classes will imply a half absence.**

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.