

## LIT 367E Nobel Prizes in Spanish and Latin American Literature: A Critical Approach

**Professor:** Dr. Veronica Pacheco Costa  
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**Office Hours:** By appointment

**Course information:**  
Spring 2024  
Tuesday & Thursday  
12:00- 1:20

### Course Description

Annually since its foundation, the Nobel Prize in literature has awarded the contributions of men and women from many different languages and cultures. However, its history is one of controversy: major authors have been ignored by the Swedish Academy. The study will be carried out from a critical and comparative perspective within a historical and literary context. The Generation of 1927, Post-Spanish Civil War narrative or Magical Realism among other great literary tendencies will be included.

**This course is about literature, so the students are required to read literary texts: poems, short stories, essays, fragments of novels, full novels and to have interest in analyzing and understanding the texts from different perspectives.**

### Course Goals and Methodology

The aim of this course is to read and analyze the life and the works of the Spanish and Latin American Literature Nobel Prize Winners and the Academy's reasons for its choices and the image of Spain and the Latin American countries conveyed in these literary works.

The methodology of the course is called flipped learning and will be based on the presentations carried out by the students, debate and theoretical practical components. On the one hand, the instructor will give a set of lectures. On the other hand, students are expected to introduce the authors, carried out previous research, read the texts and participate in in-class debates and activities.

### Learning Objectives

Through this course, students will:

- Be able to develop and carry out research projects, to articulate them within appropriate conceptual and methodological frameworks, and to locate, evaluate, organize, and incorporate information.
- Acquire familiarity with a wide range of literary terms and categories relating to literary history, theory, and criticism, including figurative language and prosody.

- Demonstrate an ability to grasp and synthesize ideas in literary form and use literary terms in historical contexts.
- Appreciate cultural differences as they are mirrored in social, artistic and literary artifacts originating in different national and geographical traditions.
- Be able to recognize and appreciate the importance of major literary genres, subgenres, and periods in different traditions.
- Acquire familiarity with the nature of the canon and of canon-formation, including issues of culture, history, race, ethnicity, and gender.

### Required Texts

**Compulsory text to be bought by the students:** Vargas Llosa, Mario. *The Feast of the Goat*. 2002.

All other materials will be provided by the professor during the course (selections of texts, theory, videos, power points, websites etc.).

### Recommended webs:

- Links and recommended sources on the official website: [www.nobelprize.org](http://www.nobelprize.org)

### Additional readings:

- Aleixandre, Vicente. *A Longing for the Light*. Ed. Lewis Hyde. Copper Canyon Press, Washington: 1978.
- Cobb, Carl. "Vicente Aleixandre and Solidarity of the Cosmos". In *Studies in 20th Century Literature*. Vol 2, 1, 1997.
- De la Cruz, Sor Juana. *Answer by the poet to the most illustrious Sister Filotea de la Cruz (1691)*. Translated by William Little (2008).
- Domke, Joan. *Education, Fascism and the Catholic Church in Franco's Spain*. Loyola University, Chicago: 2011.
- Dunn, Peter N. *Spanish Picaresque Fiction: A New Literary History*. Cornell UP, Ithaca: 1994.
- Fallon, A.: "Culture in the Mirror. Sociocultural determinants of body image". In Crash, T.F. and Pruzinsky, T. (ed.) *Body images. Development, deviance and change*. Guilford: New York 1994, pp. 80-109.
- Flores, Angel. *Magical Realism in Spanish American Fiction*. Duke UP, 1995.
- Graham, Helen. *A Look Back. The Spanish Civil War. A Very Short Introduction*. Oxford UP, New York:1995.
- Magill, Frank. *The Nobel Prize Winners: Literature 1901-1926* (Volume 1) 1988.
- Pérez-Samaniego, Víctor and Carmen Santamaría-García. *Education, Curriculum and Masculinity in Spain*. Universidad de Alcalá, Alcalá:1995.
- Predmore, Michael. *The Structure of "Platero y Yo"*. In *MLA*, Vol 85, No 1 (Jan., 1970), pp 56-64.

## Course Requirements and Grading

**Your final grade will be calculated as follows:**

- **Participation (10%)**
- **Oral Presentations (15%)**
- **Blog (25%)**
- **Mid-term Exam (25%)**
- **Final Exam (25%)**

Participation: Oral participation will be very important for success in this course. The goal is that every student actively participates in every class meeting. Students' attendance will be checked daily. For this reason, it is very important to read the texts before classes begin (if you don't, you may feel lost and/or may be doing your classmates a disservice by not being sufficiently familiar with a text so as to effectively contribute to discussions).

Likewise, short written essays in class will be graded as part of the participation grade.

Participation Grading Rubric:

Participation points will be assigned based on the following criteria:

	<b>Exemplary (9-10)</b>	<b>Proficient (8-9)</b>	<b>Developing (7-8)</b>	<b>Unacceptable (0-7)</b>
<b>Frequency of participation in class</b>	Student initiates contributions more than once in each class.	Student initiates contribution once in each class.	Student initiates contribution at least in half of the classes.	Student does not initiate contribution & needs instructor to solicit input
<b>Quality of comments</b>	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
<b>Listening Skills</b>	Student listens attentively when others present	Student is mostly attentive when others present	Student is often inattentive and	Does not listen to others; regularly talks while others

	materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.
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Source: Eberly Center for Teaching Excellence. Carnegie Mellon University

**Oral Presentations:** At the beginning of each unit/author, students have to make several short presentations on the author's life, social, political, historical context, and other aspects related. The lecturer will divide the topics in the class the week before and will give the precise instructions.

**Individual Blog:** The blog is a tool to share knowledge, analysis, criticism and readings on the literary texts we have been discussed in class. The students have to read at least 3/5 different sources on the author/style/other writers/works related to the one studied in class, write a short essay (1000 words aprox.) and publish one entry every two weeks by the end of each week. The blog cannot be repetitive or merely descriptive. Each entry must have the review structure: description of the source, summary of the content, analysis and critique of content, analysis and critique of other sources..., bibliographical. Plagiarism will be penalized with failure. The use of AI will be also penalized with failure.

The url addresses of the blogs will be sent to the lecturer to be published in the Virtual Classroom.

BLOG				
	FAIL (4) F	BEGINNER (5- 6) C	GOOD (7-8) B	VERY GOOD (9-10) A
1. The student demonstrates knowledge of ICTs.	The blog is very boring, it does not attract attention.	The blog is good, simple to manage and easy to read.	The format of the blog is creative, interactive and interesting.	The blog is very creative, with a lot of interaction, very attractive.
2- Ability to analyze	Ideas are not adequately developed and analyzed.	Ideas are confusing at some point or not fully explained.	The ideas are clearly analyzed and explained.	The ideas are masterfully analyzed and supported by bibliography.
3- Adherence to deadlines and formal aspects	Reviews are never published within the deadline.  The sources are not cited not quoted nor listed.	Some reviews have not been published within the deadline.  Some attempt to include the sources.	Almost none of the reviews are overdue.  The list of sources is there but there are some minor mistakes when quoting and/or citing them.	All reviews are published on time. The student cites and quotes properly the sources.

**Dates:**

-submit the url to the professor: Friday 2<sup>nd</sup> February

1<sup>st</sup> entry: Friday 9 February

2<sup>nd</sup> entry: Friday 23 February

3<sup>rd</sup> entry: Friday 15 March

4<sup>th</sup> entry: Friday 5 April

5<sup>th</sup> entry: Friday 26 April

6<sup>th</sup> entry: same date of the final exam

Exams: The midterm and final exam will consist of several questions about material presented in the lectures to be developed by students based on readings from the lessons. Question 1: names of characters and writers to be identified, Question 2: analysis of two literary texts studied in class. (Further information will be published in Aula Virtual)

**General Course Policies**

Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until class ends. Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time during class are not acceptable during class except for specific class-related activity expressly approved by your instructor. You are responsible for any and all course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending class regularly and checking both email and the Blackboard site of the course frequently (monitor your email and Blackboard announcements at least once every 24 hours).

Communicating with instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

**Attendance and Punctuality**

Attendance is mandatory at all classes. As we understand that you might fall ill or be unable to come to class (e.g. due to a religious holiday, a flight delay, a family

wedding/reunion, a graduation, a job interview, etc.) at some point during the semester, you are allowed up to 4 absences. You will be responsible for the material covered and any work missed. You will not need to justify your absences (up to 4) in any way unless you miss an exam, a presentation, a quiz, etc. In this case, you must present a doctor's note (signed, stamped and dated) to be able to reschedule the exam, etc. It will still count as an absence but you will be allowed to retake the exam, etc. We don't encourage you to use all 4 days unless you really need them as your participation grade may suffer if you are not in class. If used unwisely and you get sick late in the semester, the following penalties will apply:

- On your 5th absence, 1 point will be taken off of your final Spanish grade
- On your 6th absence, 3 points will be taken off of your final Spanish grade
- On your 7th absence, you will automatically fail the course

For classes that meet once a week, each absence counts as two. For classes that meet daily, the penalties outlined above apply if you go over 6 absences (7th absence=5th absence above). Exams missed due to an excused absence must be made up within a week of returning to classes. Talk to your professor immediately after your return.

### **Academic Honesty**

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. The International Center may also report this to your home university. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

### **Learning Accommodations**

If you require special accommodations, or have any other medical condition you deem may affect your class performance, you must stop by the International Center to speak to [Marta Carrillo Orozco <mcaroro@acu.upo.es>](mailto:mcaroro@acu.upo.es) to either turn in your documentation or to confirm that our office has received it. The deadline is **February 22nd**.

### **Behavior Policy**

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

## Course contents

1. The Nobel Prize: The Institution.
2. Nobel Prizes in Spanish Literature in Context.
3. The Spanish Theatre and Novel in Context.
4. Image of Spanish culture and society in the USA.
5. Nobel Prizes in Latin American Literature.
6. The Latin American poetry, essay and novel in Context.
7. Image of Latin American culture and society.

## Class Schedule

The following schedule is an ideal proposal. The professor will always take into account students' learning speed and their opinions. Therefore, the schedule will be susceptible of change in benefit of students, except for the exam dates.

- Thursday 25<sup>th</sup> January. Introduction to the course and to the Nobel Prize. Alfred Nobel and his last will.
- Tuesday 30<sup>th</sup> January. Jose Echegaray
- Thursday 1<sup>st</sup> February. Life and Work. Reading.
- Tuesday 6<sup>th</sup> February. Jacinto Benavente. Life and Work. Reading.
- Thursday 8<sup>th</sup> February. Comedies and social criticism.

### **BLOG**

- Tuesday 13<sup>th</sup> February. Gabriela Mistral. Life and Work. Reading.
- Thursday 15<sup>th</sup> February. Children's poems and religion.
- Tuesday 20<sup>th</sup> February. Juan Ramón Jiménez. Life and Work.
- Thursday 22<sup>nd</sup> February. Platero and I. Image of Andalusia.

### **BLOG**

- Tuesday 27<sup>th</sup> February. Miguel Angel Asturias. Life and Work

### **Thursday 29<sup>th</sup> February: Puente (no class will be held)**

- Tuesday 5<sup>th</sup> March. Miguel Angel Asturias and the novel of the dictator.

- Thursday 7<sup>th</sup> March. Pablo Neruda. Life and Work.
- Tuesday 12<sup>th</sup> March. Memories, love and Chile.

**Thursday 14<sup>th</sup> March MID TERM EXAM**

**BLOG**

- Tuesday, 19<sup>th</sup> March. Vicente Aleixandre. Life and Work.
- Thursday 21<sup>st</sup> March. Surrealism and poetry. Seville in Vicente Aleixandre.

**Sunday, March 24 – Sunday March 31: *Semana Santa* Holidays**

- Tuesday 2<sup>nd</sup> April. Gabriel García Márquez. Life and Work.
- Thursday 4<sup>th</sup> April. Magical realism.

**BLOG**

- Tuesday 9<sup>th</sup> April. Camilo José Cela. Life and Work.
- Thursday 11<sup>th</sup> April. Social realism. *The Hive*.

**Saturday, April 14 – April 20: *Feria de abril* Holidays**

- Tuesday 23<sup>rd</sup> April. Octavio Paz. Life and Work.
- Thursday 25<sup>th</sup> April. Religion.

**BLOG**

- Tuesday 30<sup>th</sup> April. Mario Vargas Llosa. Life and Work
- Thursday 2<sup>nd</sup> May. Short stories.
- Tuesday 7<sup>th</sup> May *The Feast of the Goat*.
  
- Thursday 9<sup>th</sup> May (Last Day). Review.



**Content Warnings**

The literary texts of the course may contain explicit content that some readers may find disturbing, scenes of a sexual nature, violence, etc.