

COURSE: LATIN AMERICAN LITERATURE

45 clock hours
2 weekly meetings – 1 ½ hours each

OBJECTIVES:

To encourage reading and interpretation of Latin American literature based on the core issues of its internal dynamics and articulated within the cultural system.

To promote the development of analytical reading with a theoretical and critical foundation of the literary texts presented.

To analyze the complexity of the relationship between literature and history in its different nuances and possibilities.

To observe the way in which Latin American literature has given differentiated answers to historical problems.

To develop reflective attitudes around cultural and historical problems in Latin America and Latin America's relationship with the world.

CONTENTS

Unit 1.

- 1.1 Introduction to the core topic: the issue of the relationship between literature and history. The distinction between history, historiographic discourse and literature. The novel as a reconstruction or as a representation and problematization of history.
- 1.2 Modernism: Latin American literature at the end of the 19th century and beginning of the 20th century. The process of modernization in the end-of-century culture. Martí's policies of heroism to Rubén Darío's estheticism. First and second modernist generation. The impact of Rubén Darío. Historical and political issues: the end of the emancipatory process and the Hispanic-North American war. Stance-taking: *Nuestra América*, by José Martí.

Unit 2.

The avant-garde. General avant-garde problems. The first manifestations: Vicente Huidobro and creationism. The different movements and their manifestos. The avant-garde as an esthetic and political attitude. Internationalism and the problem of the native: César Vallejo and José Carlos Mariátegui. César Vallejo: sensitivity and experimentation. Vallejo's materialism and his view of the human condition. The Spanish Civil War and poetry: *España, aparta de mí este cáliz*.

Unit 3.

The Mexican Revolution novel. Historical circumstances. The novel cycle of the Revolution. The importance of *Los de abajo*, by Mariano Azuela, as the first novel of the Mexican Revolution. Nellie Campobello's case. General problems of *villismo*. Cartucho: the war from a child's view. Campobello's cruelty, emotion and realism.

Unit 4.

The impact of the avant-garde on narrators. Alejo Carpentier: baroque style and marvelous reality. The concept of "marvelous reality" (*real maravilloso*). The search for a continental identity. The recovery of history in Carpentier's narrative. The distinction between traditional historical novel and new Latin American historical novel.

Unit 5.

Narrative technification between the 50s and the 60s. Juan Rulfo. Key historical moments for his narrative: between the Cristera War and the present day. The representation of the native according to a new esthetics. Reinterpreting the revolutionary process: the Mexican revolution and its consequences. Parents, children and ties distributed in Rulfo's works.

Unit 6.

The boom of Latin American literature: intellectual and market phenomenon. Political attitude that accompanies the development of the boom: the impact of the Cuban Revolution. Peak and decline of the boom. Gabriel García Márquez: esthetic topics and resolutions. Tensions: speech – writing, myth – history. The notion of magical realism.

Unit 7.

Post-boom Latin American literature. New keys to writing and reading. Media and testimonial discourses in literature. *La fiesta brava*, by José Emilio Pacheco: rereading literary traditions and historical issues. Self-reference of literature and reflection upon historical processes.

EVALUATION

Assessment will be continuous. Participation, homework and the acquisition of new knowledge will be considered. To pass the course, students have to take:

- A written term test and pass it with a minimum grade of 4 (four)
- An individual written quiz, based on one of the reading workshops, and pass it with a minimum grade of 4 (four)
- A *coloquio* – equivalent to a final exam – and pass it with a minimum grade of 4 (four).

BIBLIOGRAPHY

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Specific Readings:

Unit 1:

- Selection of poetic texts by Rubén Darío: "Los cisnes", "A Colón"
- "Nuestra América", by José Martí

Unit 2:

- Selection of poems from Spain: "Aparta de mí este cáliz", by César Vallejo

Unit 3:

- "Cartucho", by Nellie Campobello

Unit 4:

- Prolog to "El reino de este mundo" and "Oficio de tinieblas", by Alejo Carpentier.

Unit 5:

- Selection of short stories from "El llano en llamas" by Juan Rulfo: "Nos han dado la tierra", "Es que somos tan pobres", "Diles que no me maten", "No oyes ladrar a los perros", "La noche que lo dejaron solo"

Unit 6:

- "Los funerales de la Mamá Grande" by Gabriel García Márquez

Unit 7:

- "La fiesta brava", by José Emilio Pacheco