

Syllabus for
SPA 314--Survey of Latin American Literature
3 Credit hours
Spring 2000

I. COURSE DESCRIPTION

A study of the literature of Latin America from its inception to the present. Covers pre-Columbian and colonial literature through literature from the last two centuries. The course is taught in Spanish. Prerequisite: SPA 204 or equivalent.

- A. This course is, in nature, a survey. Thus, the treatment of each author is not intended to be intensive. Because of the massive quantity of material to be read, consisting of many authors of very short prose pieces or poems, no term paper is required. It is the instructor's opinion that time spent reading outside material would be better spent in application to the anthology itself. This course covers many authors from many countries, and the student is expected to know the country the author represents as well as the place he holds with respect to world literary, philosophical, and political movements. The works selected for required reading are not to be studied inclusively, but rather with emphasis on their importance as representatives of a given type or period of literature.
- B. This course will give the student a broad, general knowledge of the development of major literary trends in Latin America. The material read will be discussed in terms of sociopolitical influences found within the works, and in terms of structure, style, and literary genre. Thus, the student taking this course should receive a thorough exposure to basic literary movements such as romanticism, realism, naturalism, and modernism and know the philosophical systems underlying them.

II. COURSE GOALS

- A. To assist the student in learning to assess the message of a literary artist as seen in the work and to apply that message to contemporary society, especially within a Christian perspective. Examples of these include social, political, economic, and religious comments as the particular author analyzes his own society.
- B. To assist the student in learning to recognize the philosophical base of a work as a representative of one or more literary genres. Examples of this include analysis of Darwinist thought in naturalism or Nietzschean thought in existentialism.
- C. To assist the student in learning to recognize literary techniques and styles.
- D. To assist the student in increasing verbal and oral-aural proficiency.

III. COURSE OBJECTIVES

To complete satisfactorily the requirements for this course, the student must be able to do the following:

- A. exhibit both orally and in writing a continued development in the control of basic language skills, with comprehension of lecture material and assigned readings, as well as active participation in class discussions.
- B. list works read and of biographical facts relating to authors covered in course content.
- C. analyze the works assigned as to content, plot, style, theme, structure, etc.
- D. discuss the political, philosophical, and scientific history as associated with the major literary trends and with the individual works read.
- E. list the critical, historical, and literary dates associated with the material read.
- F. describe orally and in writing the major literary techniques used in the narrative structure of a novel as they are discussed in class lectures.

IV. TEXTBOOKS

- A. Required textbook
Anderson-Imbert y Florit. Literatura hispanoamericana, Volume II. New York: Holt, Rinehart and Winston, 1970.
- B. Research Material. A reserve list will be given during the first week of classes.

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
 - 2. Double cuts will be assessed for absences immediately preceding or following holidays.
 - 3. Excessive absences can reduce a student's grade or deny credit for the course.
 - 4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
 - 5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
- B. Course Policies and Procedures
 - 1. There will be a one-hour exam on the dates indicated in the course calendar. All exams will be a combination of short answer, essay, and identification, which will require a comparison of themes, techniques, and styles in all the works read. All exams will be of the same value in the final grade computation.
 - 2. Any student not appearing to take the scheduled examination will make up the exam with a letter grade penalty. With regard to late penalties: **No exception will be made except in case of verified illness or administrative excuse. In all cases any exam missed must be prearranged with the instructor, and if not made up within seven days becomes an "F".**
 - 3. All students in the course will be expected to read and review 12 substantial outside research articles or do a term paper. This research may be taken from the books on reserve or may be researched from other sources, including Spanish language

- periodicals.
4. Research done may be handed in until the last day of classes in the form of reviews or note outlines, although no more than **three** articles may be handed in during the last week of classes.

VI. COURSE CALENDAR

Semana 1 Orientación y discurso: Tendencias generales de la literatura hispanoamericana.

Introducción: Las Literaturas Indígenas: 1-3.
Popol Vuh: 4-7.

1492-1556: 11-12
Cristóbal Colón: Diario de viaje, 12-13.

Semana 2 Bartolomé De Las Casas: Historia de las Indias, 13-19. Hernán Cortés: "Carta de relación," 19-24. Cabeza De Vaca: "Naufragios," 33-38. Cieza De León: Crónica del Perú, 38-41. Carvajal: Descubrimiento del Río Grande de las Amazonas, 41-43.

1556-1598: 51-52.
P. José De Acosta: Historia natural y moral de las Indias, 52-55.
Inca Garcilaso De La Vega: Comentarios reales de los Incas (fragmentos), 60-61. "El origen de los Incas," 62-63; "Rastrear los Incas al verdadero dios," 65-66; "Tuvo nuevas Huayna Cápac de los españoles que andaban en la costa," 73-75.

Semana 3 1598-1701: 89-90. Juan Rodríguez Freile: El Carnero (fragmentos): "Aparición de 'El Dorado,'" 90-91, "Las brujerías de Juana Garía," 91-92. Sor Juana Inés De La Cruz: 125-126. Redondillas, Sonetos y Liras, 128-132. 1701-1808: 155-156. Rafael García Goyena: Fábulas 185-188. 1808-1824: 193-195. Andrés Bello: 204-206. "Nuestro ideal: la creación de la cultura americana," 212-214; "Autonomía cultural de América," 214. 1825-1860: 217-219. José María Heredia: "En una tempestad" y "Niágara," 221-223. Esteban Echeverría: 225-226. "Clasicismo y romanticismo," 231-234.

Semana 4 EXAMEN NUMERO UNO. Domingo Faustino Sarmiento: 242-244. Facundo, 244-251. 1860-1880: 277-278. José Hernández: 294-295. El Gaucho Martín Fierro, 296-308.

- Semana 5** El Gaucho Martín Fierro, 388-324. 1880-1895: 1-2.
 Roberto J. Payró "En la policía," 2-4.
 Javier De Viana: "La tísica," 4-7.
 Baldomero Lillo "El pozo," 7-16.
- Semana 6** Tomás Carrasquilla: "A la plata," 16-21.
 Salvador Díaz Mirón: 36. Poemas 37-38.
 José Martí: 38-40. "Amor de ciudad grande," 41-42.
 "Versos sencillos," 42-44.
 Manuel Gutiérrez Nájera: 59. "Mis enlutadas," 63-64.
 José Asunción Silva: 74. "Nocturno," 75-76.
 "Egalité," 80.
- Semana 7** 1895 -1910: 82-83.
 Rubén Darío: 83-86. "De invierno" y "Walt Whitman," 87. "El fardo," 87-90
 "Sonatina," 97-98. "Alaba los ojos negros de Julia," 99.
 "A Roosevelt," 102-103. "Canción de otoño en primavera," 105-106.
 Leopoldo Lugones: 111-112. "Delectación morosa," 112.
 "La blanca soledad," 115-116. "Salmo Pluvial," 116-117.
 Guillermo Valencia: 123. "Los Camellos," 124-125.
- Semana 8** Amado Nervo: 134. Poemas, 135-137.
 Enrique González Martínez: 138-139. "Tuércele el cuello al cisne," 139
- Examen Número Dos.
- Horacio Quiroga: 157. "La gallina degollada," 158-161.
 "El hijo," 164-166.
- Semana 9** Enrique López Albújar: 172. "El trompiezo," 172-177.
 Froilán Turcios: 180-181. "La mejor limosna," 181.
 José Enrique Rodó: 182-183. Ariel, 184-188.
 Ariel, 188-193.
 José Vasconcelos: 203. "Prólogo a la historia de México," 203-205.
- Semana 10** 1910-1925: 209-210. Principalmente Verso: 210-211.
 Gabriela Mistral: 228-229. "Mientras baja la nieve," 230. "Los sonetos de muerte," 231-232. "Yo no tengo soledad," "Meciendo," "Hallazgo," 232. "La desvelada," 236-237.
 Juana De Ibarbourou: 240-241. "Rebelde," 241-242.
 "Estío," "Día de felicidad sin causa," 242-243.
 Alfonsina Storni: 246-247. Poemas, 247-248
 Literatura de la vanguardia: 248-249.
 Mariano Brull: 250. "Verdehalago," 250.

Vicente Huidobro: 257. "Arte poético," "Marino," 258.
"Infancia de la muerte," 262-263. "El creacionismo," 263-264

Semana 11 Alfonso Hernández Catá: 268-269. "Noventa días," 269-274.
Rómulo Gallegos: 274-275. "El piano viejo," 275-278.
Eduardo Barrios: 284. "Como hermanas," 285-287.
Martín Luis Guzmán: 290-291. "Pancho Villa en la cruz," 291-295.

Semana 12 Mariano Latorre: 300. "La desconocida," 300-306.
Alfonso Reyes: 320-321. Poemas, 321-324. "Jacob o la idea de la poesía," 324-326.
"La Cena," 326-329.

Examen Número Tres.

Semana 13 Desde 1925 hasta hoy, 331-335.
Carlos Pellicer: 335. Poemas, 336-337.
José Gorostiza: 337. "Dibujos sobre un puerto," 338.
Octavio Paz: 341. "Todos Santos, día de muertos," 343-346.
Nicolás Guillén: 349-350. "Sensemayá," 350-351.
Pablo Neruda: 363-364. Poemas, 364-370.

Semana 14 Jorge Luis Borges: 376-377. "Las ruinas circulares," 380-382.
"Deutsches requiem" (fotocopia).
Principalmente prosa: 383-384.
Alejo Carpentier: 399-400. "Viaje a la semilla," 400-407.
Gabriel García Márquez: 412. "Un hombre muy viejo con unas alas enormes," 413-416.
"La prodigiosa tarde de Baltazar" (fotocopia).

Semana 15 Julio Cortázar: 430. "Todos los fuegos el fuego," 430-436.
Carlos Fuentes: "Chac Mool" (fotocopia).
Juan Rulfo: "¡Díles que no me maten!" "No oyes ladrar los perros," (fotocopia).

Semana 16 Exámen Final

Vacation

Dates _____

Other No-Class _____

Days _____

VII. ASSESSMENT SUMMARY

William R. Walker
Name of Instructor

Spa 314
Course No.

Survey of Latin American Lit.
Title of Course

Modern Languages
Name of Department

MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body.

GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision-making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

Communications, listening, speaking, reading, writing, proficiency in accordance with national standards.

- aural comprehension
- master grammatical structures
- reading comprehension
- writing ability
- cultural content
- knowledge of vocabulary

With each level building on the previous one and going into more depth.

Global perspectives and analysis – history, cultures, religion(s) of the respective countries.

Social Interaction – effective citizenship.

COURSE GOALS

Vocabulary memorization.

Grammar tools.

Oral and written mastery.

Cultural and geographical orientation.

Motivation to continue developing language skills.

ASSESSMENT OF COURSE GOALS

STIMULI:

Language Lab
Cultural Center
Vocabulary Quizzes
Chapter tests, mid-term
Final Exam
Language clubs
Community cultural activities
Videos
Text materials
Workbook and lab assignments
Homework

CRITERIA:

National levels for corresponding courses.

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- 59% and below = F