

# Survey of Spanish American Colonial Literature

COURSE DESIGNATOR TLDO 3002

Language of Instruction Spanish

NUMBER OF CREDITS 3

## COURSE DESCRIPTION

Survey of major works from the Colonial periods to Independence and Romanticism. Texts by Bernal Diaz del Castillo, Fray Bartolome de las Casas, Garcilaso de la Vega, Alonso de Ercilla, Sor Juana Ines de la Cruz, Jose Joaquin Fernandez de Lizardi, Esteban Echevarria and Jorge Isaacs.

## COURSE OBJECTIVES

- Introduce the students to the hispanoamerican culture of the period through its literature and review the stereotypes of it through the literary works.
- Use the instruments of analysis and commentary of texts to understand the works most representative of this literature, especially the selected readings.
- General comprehension of the general historical evolution of hispanoamerican literature in connection with its historical and social context and of its styles and tendencies.
- Critical knowledge of fundamental authors of hispanoamerican literature of the period.

## METHODOLOGY

The Methodology of the class will include:

- Theoretical introductions of the themes by the professor.
- Critical commentary, presentations, dynamic participation, and debates by the students based on the texts and films that we will see in this class.

It is essential that the students read the assigned reading BEFORE class in order to have good discussions and to help in analysis.

## REQUIRED READING/MATERIALS

José M<sup>a</sup> González Ochoa. "América Hispana" 1492-1598.

Franco, Jean. "Historia de la lit. hispanoamericana".

Anderson Imbert, Enrique. "Historia de Lit. Hispanoamericana".

Bellini, Giuseppe. "Nueva Historia de la Lit. Hispanoamericana".

Konetze, Richard. "América Latina, la época colonial".

## GRADING

Mid-term Exam

Final Exam

The final grade in this class will depend on the following areas.

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| - Essays             | 20% |
| - Oral Presentations | 20% |
| - Mid-term           | 30% |
| - Final Exam         | 30% |

- The students will write at least 3 short essays (about 120 words or so) about the texts read in class. The due dates for these will be decided by the professor.
- The students will form study groups and then prepare oral presentations about different themes, that will be debated in class.
- Assistance in the class is essential for understanding the material. More than 2 absences will result in the student losing 5% of the final grade.

## CRITERIA FOR GRADING AND GRADING STANDARDS

Summary of how grades are weighted:

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.

Essays	20%
Oral Presentations	20%
Midterm Exam	30%
Final Exam	30%
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Overall grade	100%

## CLASS SCHEDULE AND DESCRIPTION

### WEEK 1

LESSONS 1 & 2	The historical and geographical context of the discovery of America (1492). The invention of America and the great historical transformation of Europe. The Renaissance. America and Spain between the political power of the absolute monarchy and the power of the church; the Reformation and the Counterreformation.
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### WEEK 2

LESSONS 3 & 4	Indian Chronicals. The “Navigation Diaries” of Christopher Columbus (1451-1506).
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### WEEK 3

LESSONS 5 & 6	“Verdadera historia de la conquista de la Nueva España”, By Bernal Díaz del Castillo (1492-1584). <i>Showing of a documentary by UNAM about Hernán Cortés.</i>
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### WEEK 4

LESSONS 7 & 8	Showing of the movie “El Dorado”, about the fight for power between the spanish conquistadors, in the moment of the the uprising of Capitan Lope de Aguirre against the crown (at the beginning of the 16th Century).
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### WEEK 5

LESSONS 9 & 10	The exploitation of Latin America and the “black ledgend” The humanistic work of Friar Bartolomé De las Casas (1474-1565) y su obra “Short destruction of the Indies” (1522).
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### WEEK 6

LESSONS 11 & 12	The work of De las Casas (2nd part)
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## WEEK 7

LESSONS 13 & 14	The foundation of the literature of the mestizo: the text of Inca Garcilaso de la Vega (1539-1616): “The real commentaries of the Incas” (1609) The “General History of Peru” (1617). Showing of the movie “The Mission”
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## WEEK 8

LESSONS 15 & 16	The hispanic imagination in the heroic invention of America. The epic: Alonso de Ercilla (1533-1594) and his epic poem “The Araucanian” (1569, 1578, and 1589)
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## WEEK 9

LESSONS 17 & 18	The Counter Reformation and the Baroque. Mystic and social critic of the work of Sister Juana Inés de la Cruz. (1651-1695). Religious and lyrical poetry of Sister Juana. Her importance in the American Baroque.
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## WEEK 10

LESSONS 19 & 20	Romanticism. Independence and literature as a base of the foundation of the new latin American Nations. The sentimental novel in Romanticism: a great lyrical novel in the mountains of Colombia: “Maria” (1867) by Jorge Isaac (1837-1895).
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## WEEK 11

LESSONS 21 & 22	Modernism. A new esthetic.
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## WEEK 12

LESSONS 23 & 24	Leopoldo Lugones. His modernist stories.
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## WEEK 13

LESSONS 25 & 26	Rubén Darío. His modernist poems. Final Exam.
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### ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. The assigned readings relate to topics that will be discussed in the week to follow and can be found in your course reader. This allows you to prepare for class discussions in advance. If you should like to investigate any given week's topics further please refer to the recommended readings listed.

If you need to miss class for medical reasons, please let the Director of Academic Affairs know in advance of meetings so plans can be made accordingly. If you miss any meetings without an excused absence from the Director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

### 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.