

Spring 2014  
Stony Brook University  
Department of Hispanic Languages and Literature  
College of Arts and Sciences  
**SPN 396 Introduction to Spanish-American Literature II**

This course satisfies the DEC category J

This course satisfies the SBC category HFA+

Course Instructor: Joseph M. Pierce

Section: 01

Office Hours: Tue. / Thur. 11:30-12:30 or by appointment

Instructor contact information: Library N3013 Joseph.Pierce@stonybrook.edu

## COURSE DESCRIPTION

In this course we will survey a wide range of texts that express some of the fundamental cultural, political, and ideological issues affecting Spanish America. We will take examples from the independence period at the beginning of the 19<sup>th</sup> century to today in order to comprehend the heterogeneous space that we today call “Spanish America”. In particular, we will analyze poetry, essays, the novel, and short stories, in addition to personal writing like the diary. We will discuss the development of national literary traditions and the relationship between artistic expression and politics. We will emphasize the relationship between overarching historical periods, but we will also pay close attention to regional specificities, as well as the role of gender, sexuality, race, and class in the formation of individual and collective identities in Spanish America.

Course Prerequisites: SPN 312

Required Textbook: Raquel Chang-Rodríguez and Malva E. Filer, *Voces de Hispanoamérica*. 3rd ed. Boston: Thomson & Heinle, 2004.

## COURSE LEARNING OBJECTIVES

- Identify, describe, explain, and analyze a variety of literary genres and discourses in relation to the unique historical, social, and political environments of Spanish America from the early years of independence to the contemporary period.
- Develop and implement strategies to approach literary and cultural texts, including close readings.
- Acquire and practice skills of interactive learning such as negotiating meaning, establishing analogies, introducing discussion topics, and facilitating instruction with student-developed presentations and activities.
- Analyze issues related to nationalism, modernization, and cultural identity in addition to race, gender, and sexuality in the 19<sup>th</sup> and 20<sup>th</sup> centuries in Latin America.
- Practice advanced writing skills and oral expression.

## COURSE REQUIREMENTS

Students will be required to take two exams, write three close readings, do the assigned homework, and participate actively in class.

**A. Readings** All readings will be available in our course textbook, *Voces de Hispanoamérica*. 3rd ed. (Raquel Chang-Rodríguez and Malva E. Filer), and on our Blackboard (BB) site. Students are required to bring the textbook and assigned readings to class. When preparing reading assignments, you should be ready to analyze and discuss the texts in both form and content. Prepare the exercises or questions assigned with each reading. The reading assignments should be read in their entirety by the first date assigned. Students will read about 50 pages in Spanish per week. Additional literary criticism in either Spanish or English will also be assigned as needed. Class discussions and all written work will be in Spanish.

**You will need to buy a good Spanish dictionary such as *The Oxford Spanish Dictionary*.**

**B. Class participation** A significant portion of your grade will depend on class participation. Attendance is mandatory. More than three unexcused absences will be penalized by lowering the student's final grade. Three late arrivals (5 minutes or more) count as an absence. Participation means coming to class prepared: textbook in hand, with two written questions for each assigned reading, and ready for discussion.

**C. Close readings** Since this course focuses on honing your ability to interpret literary texts, you will be required to write one close reading of a text from each of the main course sections (three in total). This assignment must be two pages long, double-spaced, and interpret the text in an original or innovative way, paying special attention to its literary form, sociocultural context, and political importance. These must be printed and turned in on the assigned class day. No late work will be accepted.

**D. Take home exams** There will be 2 take home exams administered for this course. In these exams you will answer short essay questions that focus on: a) our analysis and discussion of course materials (close readings); b) your ability to link main themes, literary movements, and aesthetic concepts. The aim of these exams is for you to demonstrate that you have read the texts carefully, that you have followed attentively our discussions in class about those texts, and that, on that basis you are capable of making original contributions when interpreting a text. Since these are take home exams, you will be required to cite sources if you use them. These must be completed within 72 hours of being made available on Blackboard and turned in electronically. No late work will be accepted.

**E. Cell phones and laptops** Students will discuss with the professor and agree to a policy on the first day of class. Our policy is:

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## OTHER INFORMATION

“En español” is the Spanish Tutorial and Writing Center, which provides free, individual help to students enrolled in Spanish courses. All students are encouraged to go to the center for help with their writing. The center is located at the Melville Library #3065, tel. 2-1499.

### Grading Criteria

Class participation and questions: 10%  
Close readings (3 total): 30%  
Take home midterm exam: 25%  
Comprehensive take home final exam: 35%

### Grade System

A = 94-100    B+ = 87-89    B- = 80-83    C = 74-76    D+ = 60-69    F = 0-59

A- = 90-93    B = 84-86    C+ = 77-79    C- = 70-73    D = 60-65

## DISABILITY SUPPORT SERVICES (DSS)

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services (631) 632-6748 or <http://studentaffairs.stonybrook.edu/dss/>. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: <http://www.stonybrook.edu/ehs/fire/disabilities/asp>.

## ACADEMIC INTEGRITY

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instance of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

## CRITICAL INCIDENT MANAGEMENT

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

## Class Schedule

- Week 1. 1/28 Course introduction. *What is "Spanish America" and how is it "modern"?*  
 1/30 Bb What is a close reading?  
 VH Andrés Bello, "La agricultura en la zona tórrida" 93-97  
 VH Andrés Bello, "Autonomía cultural de América" 98-99

### Part I: Las naciones nuevas y el romanticismo hispanoamericano

- Week 2. 2/4 VH *Búsqueda de la emancipación cultural*, 101-110  
 2/6 VH José María Heredia, "En una tempestad," "Niágara," 111-119
- Week 3. 2/11 VH Esteban Echeverría, "El matadero" 120-136  
 2/13 ctd.
- Week 4. 2/18 VH D. F. Sarmiento, *Facundo* 137-153  
 2/20 VH José Hernández, *Martín Fierro*, 177-186
- Week 5. 2/25 VH Gertrudis Gómez de Avellaneda, poesía, 154-158  
 2/27 VH Clorinda Matto de Turner, prosa, 187-195  
**Close reading 1 due in class**

### Part II: Modernismo y Naturalismo

- Week 6. 3/4 VH *La realidad Americana y la renovación literaria*, 198-206  
 3/6 VH José Martí, from *Ismaelillo* and *Versos sencillos*, 207-213  
**Midterm Exam distributed (due within 72 hours)**
- Week 7. 3/11 VH Manuel Gutiérrez Nájera, "La mañana de San Juan" 228-232  
 3/13 VH José Asunción Silva, "Nocturno (III)," 234-235  
 VH Rubén Darío, from *Prosas profanas*, 240-247
- [3/17-3/21 Spring Break]
- Week 8. 3/25 VH José Martí, from *Nuestra América*, 216-221  
 3/27 Bb José Enrique Rodó, *Ariel* (sel.)
- Week 9. 4/1 Bb Carlos O. Bunge, "El Capitán Pérez"  
 4/3 Bb Julia Bunge, *Vida: Época maravillosa* (sel.)  
**Close reading 2 due in class**

**Part III: De las vanguardias al ‘Boom’**

Week 10. 4/8 VH *Continuidad y ruptura: hacia una nueva expresión*, 280-292

VH Gabriela Mistral, poesía, 319-326

4/10 VH Alfonsina Storni, poesía, 327-331

VH Vicente Huidobro, poesía, 339-346

Week 11. 4/15 VH José Carlos Mariátegui, from *Siete ensayos...*, 347-353

4/17 VH Jorge Luis Borges, “El sur” 358-363

Week 12. 4/22 VH Pablo Neruda, poesía, 392-401

4/24 VH Juan Rulfo, from *El llano en llamas*, 402-408

Week 13. 4/29 VH *Consolidación y expansión*, 410-417

VH Julio Cortázar, prosa, 418-426

5/1 VH Octavio Paz, prosa, 427-440

Week 14. 5/6 VH Carlos Fuentes, “Chac Mool,” 467-477

5/8 VH Gabriel García Márquez, “La prodigiosa tarde de Baltazar,” 478-487

**Close reading 3 Due in class**

**5/9 Final Exam distributed (due within 72 hours)**