

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

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 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

Additional readings:

- Aleixandre, Vicente. A Longing for the Light. Ed. Lewis Hyde. Copper Canyon Press, Washington: 1978.
- Domke, Joan. Education, Fascism and the Catholic Church in Francos's Spain. Loyola University, Chicago: 2011.
- Dunn, Peter N. Spanish Picaresque Fiction: A New Literary History. Cornell UP, Ithaca: 1994.
- 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.

Course Requirements and Grading

Engagement: 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 engagement grade.

Engagement Grading Rubric

Engagement points will be assigned based on the following criteria:

Criteria	Exemplary (9-10)	Proficient (7-8)	Passing (5-6)	Poor (0-4)
Attendance	Arrives on time and stays for the entire duration of class. No absences, or if absent once, demonstrates knowledge of course material missed.	Misses no more than two sessions or is occasionally late. Demonstrates knowledge of course material missed.	Misses 3 or 4 sessions or frequently arrives late/leaves early; exhibits little knowledge/interest regarding course material missed.	Misses 5 or more sessions and does not demonstrate knowledge of course material missed.
Preparation	Consistently well-prepared; demonstrates deep understanding of readings and completes assignments.	Usually prepared; completes readings with some understanding and usually completes assignments.	Occasionally prepared. Demonstrates limited understanding of materials and occasionally completes assignments.	Rarely prepared; minimal effort to engage with course materials.
Participation	Actively participates in discussions with thoughtful comments/questions; demonstrates knowledge of the material and critical thinking skills.	Participates often demonstrating knowledge of material and critical thinking skills.	Participates once in a while or contributions lack depth or relevance.	Does not participate or is disruptive during discussions.
Attentiveness & Respect	Fully engaged and attentive during all sessions; respectful to professor and fellow students. Use of laptop/tablet for notetaking only; no cellphone use.	Generally attentive, with very infrequent lapses in focus and use of electronic devices for non-class related purposes. Respectful to professor and fellow students.	Occasionally inattentive or disengaged. Use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.	Rarely attentive, focused or responsive. Repeated use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.
Collaboration & Feedback	Effectively collaborates with peers in group or in-class activities following professor's instructions. Incorporates feedback to improve learning & performance.	Collaborates frequently with peers or in in-class activities. Incorporates feedback and makes moderate efforts to improve learning & performance.	Occasionally works well with peers but does not contribute substantially to in-class or group assignments. Responds to feedback inconsistently with minimal improvement.	Does not collaborate with peers, does not complete in-class or group assignments. Ignores feedback.

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.

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.

Your final grade will be calculated as follows:

- Engagement and short in-class essays (25%)
- Oral Presentations (25%)
- Mid-term Exam (25%)
- Final Exam (25%)

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.

Student engagement policy

Student's engagement will account for at least 20% of the final grade for every course, thus highlighting its significance for high-impact learning.

Students will receive two engagement grades: a mid-term grade (at least 10%) and an end-of-semester grade (at least 10%).

An engagement rubric is provided to ensure transparent and consistent grading.

Absences and lack of engagement

Absences during the add/drop period do not count against students' engagement grade, but may impact their performance in the course. As a consistent lack of academic engagement may raise concerns about a student's overall academic performance, the following steps will be taken in order to support students' success:

Initial outreach – after missing 3 classes*

E-mail from professor reiterating engagement policy and consequences for additional absences.

** 1 class for courses that meet once a week and 6 classes for courses that meet daily.*

Second outreach – after missing 4 classes*

E-mail from professor and notification of academic staff at the International office.

** 2 classes for courses that meet once a week and 8 classes for courses that meet daily.*

Academic probation – after missing 6 classes*

Student is called in for a meeting with academic staff at the International office. Automatic notification of home institution and further academic consequences.

** 3 classes for courses that meet once a week and 12 classes for courses that meet daily.*

Any additional absences will result in a failing grade.

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.

About using Artificial Intelligence (AI)

The use of AI tools such as grammar checkers, ChatGPT, etc. and automatic translation tools is prohibited unless expressly permitted by the instructor to enhance the students' learning experience. Plagiarism includes, but is not limited to, the unacknowledged use of these tools to create content submitted as one's own. If the use of any of these tools is suspected, the instructor may request notes and other materials used in preparing assignments. Students must retain these materials until final grades are posted. Failure to produce these materials when requested may negatively impact the student's grades.

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) to either turn in your documentation or to confirm that our office has received it. The deadline is February 20th

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 in the USA.

Class Schedule

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

- Introduction to the course and to the Nobel Prize.
- Alfred Nobel. His last will.
- Jose Echegaray. Life and Work. Reading.
- The Spanish Theatre in the beginning of the 19th century.
- Jacinto Benavente. Life and Work. Reading.
- Comedies and social criticism
- Gabriela Mistral. Life and Work. Reading
- Children's poems and religion.
- Juan Ramón Jiménez. Life and Work.
- Platero and I. Image of Andalusia.
- Miguel Angel Asturias. Life and Work
- Identity, politics and Maya culture.
- Mid-term exam.
- Pablo Neruda. Life and Work.
- Memories, love and Chile.
- Vicente Aleixandre. Life and Work.
- Surrealism and poetry. Seville in Vicente Aleixandre.
- Gabriel García Márquez. Life and Work.
- Magical realism.
- Camilo José Cela. Life and Work.
- Social realism. The Hive film.
- Octavio Paz. Life and Work.
- Mexican Identity and Elena Garro.
- Mario Vargas Llosa. Life and Work.
- Analysis of The Feast of the Goat
- Review.