



**COURSE DATA**

**DATA SUBJECT**

**Code:** 35532  
**Name:** Spanish American Literature: from the colony to nations  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Colonial Spanish?American literature and of the 19th century	ELECTIVES

**COORDINATION**

GIRONA FIBLA NURIA

**SUMMARY**

The subject *Spanish-American Colonial and 19th century literature* offers an explanation of the process of literature in Latin America and an overview of its production from the 15th to the 19th centuries, highlighting its relationship with the society of the continent; in other words, emphasising how literary phenomena are ideological-cultural responses (correspondences and not simply reflections), actively and organically articulated in each phase of social history. In order to achieve this objective, the course includes a subject: *Spanish-American Literature: from the colony to the nations*: it aims to be an approach to a social history of Spanish-American literature through the most significant works, authors and currents of the colonial period and the period of independence.

This subject takes into account various Sustainable Development Goals (SDGs), specifically the following: - In its purpose of "ending all forms of discrimination against all women and girls worldwide" (SDG No. 5), it raises a content program that takes into account the variable of gender, ethnicity and class in all its approaches. - It proposes a reflection on "responsible production and consumption", especially in theme 5, where the reflection on the slaughterhouse space and the human/animal distinction serves to raise the problem of the "ecological footprint and promote changes in the methods of production and consumption of goods and resources" (SDG no. 12).



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

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Familiarity with techniques and methods of analysis of literary and non-literary texts and how they are applied to the Spanish language.

Know and apply the currents and methodologies of literary theory and criticism.

Knowledge of literature and theatre in the Spanish language.

Knowledge of the historic evolution of literature and theatre in the Spanish language.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

The ability to identify problems and subjects for research and assess their importance in the field of Spanish language, literature and theatre.

## DESCRIPTION OF CONTENTS

### 1. Tema 1

How history is written. The conquest of America: victors and vanquished. Law, writing and imperial power.



## **2. Tema 2**

The rhetoric of the conquistadors. Christopher Columbus and the first vision of America. The discourse of success (Hernán Cortés and Bernal Díaz del Castillo). The discourse of failure (Bartolomé de las Casas). The discourse of rebellion (Alvar Núñez Cabeza de Vaca).

## **3. Tema 3**

Frontier stories: La Malinche, Inca Garcilaso de la Vega and El entenado by Juan José Saer.

## **4. Tema 4**

The "Baroque of the Indies" and the process of the emergence of Creole consciousness. Women in the construction and consolidation of viceregal society. Sor Juana Inés de la Cruz: the construction of a female authorship.

## **5. Tema 5**

The construction of a national imaginary. Stories of civilization and barbarism: Esteban Echeverría and Domingo Faustino Sarmiento. Stories of slaughterhouses: Esteban Echeverría and Martín Kohan.

## **6. Tema 6**

Gauche literature. Crossing of texts and crossing of codes: José Hernández, Jorge Luis Borges and Martín Kohan.



## 7. Tema 7

Women Thinking the Nation: Juana Manuela Gorriti and Gertrudis Gómez de Avellaneda.

These contents will be reflected in the following learning outcomes:

- To have the ability to identify the characteristics of the literary creations of the colonial period in Latin America, as well as the historical and social characteristics of the period.
- To be able to identify the characteristics of a literary work, its ascription to different aesthetic and ideological currents and its transformations.
- To be able to identify the features of literary works, their ideological-cultural *raison d'être* and their relationship with the Western context.
- To have the ability to use the acquired knowledge to identify research topics and to assess their relevance.
- To have the ability to handle pertinent, specialized and updated bibliographic information.
- To be able to determine and establish the rhetorical architecture of a text.
- To be able to autonomously organize a philological research project.
- To be able to adequately use the key terminology of literary and linguistic analysis, based on contemporary developments in criticism, literary theory and philological tradition.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00



Individual or group project	0,00
Independent study and work	0,00
Preparation of lessons	44,00
Preparation for assessment activities	44,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The subject is based on theoretical-practical and tutorial sessions. In the theoretical sessions, the lecturer will present the key concepts of the programme, develop the main contents and raise the more prominent critical polemics and problems about the contents. Problems and discussion of the proposed concepts will be encouraged in order to promote the participation and the implication of the group. In the practical sessions, the compulsory readings included in the programme will be commented, together with the corresponding texts of the critical bibliography. The analysis of this material and the updating of the concepts presented in the theoretical sessions will be the point of departure of discussion in the practical sessions, with the aim of promoting students' critical reflection and active learning.

In individual tutorials, students will be able to solve their doubts about the contents, learn about other sources of useful information for the subject and for further research, get more precise information on how to approach the final exam or extra work and receive guidance for their preparation.

## EVALUATION

The grade of the course will be obtained from a final exam, with a valuation of 70% of the final grade, and the delivery of practices, equivalent to 30%. A minimum of 4 points out of 10 in the exam will be a prerequisite to pass the course (on both first and second call).

The exam will consist of the discussion of a topic regarding the contents of the syllabus and the corresponding bibliography.

The practices will consist of analysis and commentary exercises of the contents taught in class. They will be handed in after the subject to which they correspond. The guidelines for their realization will be detailed in each case and will be available through the Virtual and will be available through the Virtual Classroom.

Both in the exam and in the practicals, the professors will value, in addition to the contents provided, the elaboration in the thematic exposition, the conceptual density, the personal contribution of significant quotations of the Works of significant quotations from the works studied, the ability to relate to other subjects related to the contents and the integration of the bibliographic materia (including that provided through the Virtual Classroom). The spelling mistakes and poor writing will be grounds for failure.

Likewise, the use of sources without citing the source and the indiscriminate transcription of any source will be penalized (including failure).

indiscriminate transcription of any information whose origin is not adequately detailed.



All parts of the evaluation will be recoverable in the second call. In case of not passing the exam in the 1st call and having handed in the practicals, the grade of these will be kept for the 2nd call. It will not be possible, once the exam has been handed in, to present them in the 2nd call to grade them independently or to repeat them to be independently or to repeat them in order to increase the grade. Those who do not take the exam in the 1st call and who have not handed in the practicals will have a special deadline to hand them in at the 2nd call, which will not exceed the date of the exam.

The general grading system will follow the regulations of the Universitat de València approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

EVALUATION SYSTEM	
Final exam with material (minimum 4 points)	70%
Activities carried out during the course (Practical exercises, without the possibility of handing them in twice)	30%

EVALUATION CRITERIA	
a) Exposure, assimilation and relevance of the contents of the contents	60 %
b) Personal elaboration and expository coherence	10 %
c) Consultation and integration of complementary bibliography	10 %



d) Commentary and citation of the obligatory readings	10 %
e) Relation with contents of the subject and of other subjects	10 %

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All work submitted in this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the course content and is authorized by the faculty teaching the course.

## REFERENCES

### Basic readings:

- *Crónicas de Indias. Antología.* Ed. Mercedes Serna. Cátedra.
- Juan José Saer: *El entenado*, Destino Libro.
- Selection of texts by Sor Juana Inés de la Cruz. (Available in the Virtual Classroom).
- Selection of texts by Echeverría, Sarmiento, José Hernández, Jorge Luis Borges y Martin Kohan. (Available in the Virtual Classroom).
- Selection of stories by Juana Manuela Gorriti. (Available in the Virtual Classroom).
- Gómez de Avellaneda, Gertrudis, Sab. Several editions available.
- All the bibliographic material available in the Virtual Classroom.

### Complementary readings:

- BARTRA, Roger, *El salvaje en el espejo*, Barcelona, Destino, 1996.
- BESTARD, Joan; CONTRERAS, Jesús, *Bárbaros, paganos, salvajes y primitivos. Una introducción a la antropología*, Barcanova, Barcelona, 1987.
- COLOMBI, Beatriz (coord.). *Diccionario de términos críticos de la literatura y la cultura en América Latina.*
- GONZÁLEZ ECHEVERRÍA, Mito y archivo. *Una teoría de la narrativa latinoamericana*, México, FCE, 1989.
- LUDMER, *El género gauchesco: Un tratado sobre la patria*, Buenos Aires, Sudamericana,



1988.

- MORAÑA, M. *Viaje al silencio. Exploraciones del discurso barroco*. México: Ediciones Facultad de Filosofía y Letras, Universidad Nacional Autónoma de México, 1998.
- O' GORMAN, Edmundo, *La invención de América*, México, FCE, 1986.
- PASTOR, Beatriz, *Discurso narrativo de la conquista de América*, Hanover, Ediciones del Norte, 1988.
- PIZARRO, Ana, (org.), *América Latina: Palavra, Literatura e Cultura*, Vol. I, Brasil, Fundação da América Latina, 1993.
- TODOROV, Tzvetan, *La conquista de América. El problema del otro*, México, Siglo XXI, 1987.

MATERIAL FOR THE COURSE: [http://ocw.uv.es/artes-y-humanidades/introduccion-a-la-literatura-latinoamericana-colonial-y-del-siglo-xix/Course\\_listing](http://ocw.uv.es/artes-y-humanidades/introduccion-a-la-literatura-latinoamericana-colonial-y-del-siglo-xix/Course_listing)