COURSE DATA

DATA SUBJECT

Code: 35746
Name: Contemporary Spanish-American readers
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1013 - Degree in Classical Philology	Facultat de Filologia, Traducció i Comunicació	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1000 - Degree in English Studies	Minor in Hispanic studies: Spanish language and literature	ELECTIVES
1001 - Degree in Catalan Studies	Minor in Hispanic studies	ELECTIVES
1008 - Degree in Modern Languages and Literatures	Minor in Hispanic studies: Spanish language and literature	ELECTIVES
1013 - Degree in Classical Philology	Minor en Estudios Hispánicos	ELECTIVES

COORDINATION

GIRONA FIBLA NURIA

PERIS BLANES JAUME

SUMMARY

The subject is part of the broader subject Modern and Contemporary Hispanic American Literature, which offers a complete overview of the history of Hispanic American literature, highlighting its relationship with the society of the continent, that is, highlighting how literary phenomena are ideological-cultural responses (correspondences and not simple reflections), actively and organically articulated in each phase of social history.
Contemporary Latin American readings: the aim is to approach the currents, themes, problems and authors of Latin American literature in recent decades.

By analysing the relationship between literature and society, this subject aims to develop a critical view of literary representations, especially in relation to historically articulated representations of the human (vs. the non-human, the inhuman, the animal) of gender, race and social class. In this sense, the subject takes into account Sustainable Development Goals 5, 10 and 13. In particular, the development of tools for critical analysis of gender representations aims to contribute to "ending all forms of discrimination against women and girls". At the same time, the development of tools for the analysis of race and class representations aims to contribute to the "reduction of inequalities" both economic and based on ethnicity or skin colour. The syllabus also includes readings related to the climate crisis, which will contribute to problematising human action on the environment and to reflecting on its impact and possible ways of combating it, in the spirit of the 2030 Agenda.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

None

COMPETENCES / LEARNING OUTCOMES

1000 - Degree in English Studies

Apply ICT and computer programs, either locally or through a network, in the field of English Studies.

Apply quality criteria at work in the field of English Studies.

Be familiar with a literature in a language other than the main Degree language.

Demonstrate, within the field of English Studies, an ethical attitude that focuses on aspects such as gender equality, equal opportunities, the values of the culture of peace and democracy and a sensitiveness regarding environmental problems and sustainability while, at the same time, knowing about and being able to appreciate linguist diversity and multiculturality.

Know the grammar and develop communicative competences in Spanish.

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.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Work and learn autonomously, and plan and manage ones workload.

Work in a team in contexts related to English Studies and develop interpersonal relationships.

1001 - Degree in Catalan Studies

Apply information and communication technologies and computer tools to language studies.

Apply quality criteria in philological work.

Be familiar with a literature in a language other than the main Degree language.

Know the grammar and develop communicative competences in Spanish.

Show ethical commitment in the field of language studies as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

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.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Work and learn autonomously and plan and manage work time.

Work as a team in the environment of language studies and develop interpersonal relations.

1008 - Degree in Modern Languages and Literatures

Apply information and communication technologies and computer tools to modern languages and literatures.

Apply quality criteria to work in the field of modern languages and literatures.

Be familiar with a literature in a language other than the main Degree language.

Know the grammar and develop communicative competences in Spanish.

Show ethical commitment in the field of modern languages and literatures as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

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.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Work and learn autonomously, and plan and manage ones workload.

Work as a team in the environment of modern languages and literatures.

1013 - Degree in Classical Philology

Apply information and communication technologies and computer tools to language studies.

Apply quality criteria in philological work.

Be able to work and learn autonomously and to plan and manage work time.

Have the ability to communicate orally and in writing in the native languages.

Know the grammar and develop communicative competences in Spanish.

Show ethical commitment in the field of language studies as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

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.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Work as a team in the environment of language studies and develop interpersonal relations.

DESCRIPTION OF CONTENTS

1. Theme 1

Introduction. Themes and Problems of Contemporary Latin American Literature

2. Theme 2

Around the Boom

3. Theme 3

Poetry after the Avant-garde

4. Theme 4

Literature and Politics: The 1970s

5. Theme 5

Recent Trends in the Latin American Novel and Short Story in the 21st Century

6. Theme 6

Recent Trends in Latin American Poetry

These contents are reflected in the following learning outcomes:

- Be able to distinguish the different currents in modern and contemporary Latin American literary practice.
- Be able to identify the characteristics of a literary work, its affiliation with different aesthetic and ideological currents, and their transformations.
- Be able to apply the methodology and terminology of literary theory and criticism in the analysis of literary discourses in Latin America.
- Ability to use acquired knowledge to identify research topics and assess their relevance.
- Ability to manage relevant, specialized, and up-to-date bibliographic information.
- Ability to demonstrate solid argumentation in critical analyses of literary works.
- Ability to define advisory strategies on Spanish and Latin American literature, its authors, and works in content design.
- Ability to independently organize one's own philological research project.
- Ability to appropriately use key terminology in literary and linguistic analysis, based on contemporary developments in criticism, literary theory, and philological tradition.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	25,00

Independent study and work	45,00
Preparation of lessons	20,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	**90,00**

TEACHING METHODOLOGY

The teaching methodology of this subject is organised on the basis of training activities comprising:

a) **Face-to-face training activities**:

Theoretical classes: on the specific contents of the syllabus, the presentation of the most relevant aspects and problems in this respect, the state of the question and the critical approach corresponding to each one of them. In these classes, the problematisation and discussion of the proposed concepts will be stimulated in order to promote the participation and involvement of the group as far as possible. In order to follow these classes properly, the study of the complementary bibliography is recommended.

Practical classes: analysis and commentary of literary and critical texts, problematisation of the proposed concepts, practical orientation of the compulsory readings, discussion with the group, etc. The analysis of this material and the updating of the concepts presented in the theoretical sessions will be taken as a framework for discussion in these practical sessions, with the aim of stimulating reflection and active learning by the students. The teacher may recommend previous or complementary readings to stimulate debate.

Individual or group tutorials: oriented towards learning how to search for bibliographical information for study, to resolve doubts and methodological problems, to prepare correctly for the exam, to prepare research work and projects, etc.

b) Non-face-to-face training activities:

Independent study and work by the students in relation to the concepts and practices carried out in class, for the preparation of the activities and for the preparation of the final exam.

Reading of narrative, poetic and critical texts provided by the teaching staff at the beginning of the course, which will serve as material for analysis in class and as detailed study material for the exam. **Attendance at external events and activities:** the teaching staff will propose complementary activities and events that, from time to time, may complement the development of classes.

EVALUATION

- The grade for the course will be obtained by means of a final exam, with an evaluation of 70%, and a series of activities carried out during the course, which will have an evaluation of 30%. A minimum of 5 points in the exam is a prerequisite for passing the course.

- The exam will consist of a topic or series of questions related to the different themes of the course, narrative and poetic readings, and the critical bibliography of the subject.

- In addition to the content provided, the teachers will assess the elaboration of the thematic presentation, the conceptual density, the personal contribution of significant quotations from literary works, the ability to relate to other subjects related to the content and the integration of bibliographic material (including that provided through the Virtual Classroom). 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 information whose origin is not adequately detailed will be penalised (even suspended).

- **The assessable activities** will be explained and detailed at the beginning of the course by the teacher.

- In the second sitting, the part of the exam may be made up, but not the grade for the practical activities, which must be completed during the course.

- The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

Intellectual honesty is vital in academic communities and for the fair assessment of students' work. All work submitted for this course must be the student's own original work. Assignments involving fraudulent collaboration will not be accepted, in accordance with the "Protocol on dealing with fraudulent practices at the University of Valencia", approved by the Governing Council on 14 July 2020. ACGUV 123/2020. The use of artificial intelligence tools shall comply with the provisions of the "Guidelines for the responsible use of artificial intelligence (AI) in teaching and assessment activities at the University of Valencia" or any regulations that may replace them.

REFERENCES

Basic works

Colombi, Beatriz (coord..) (2021): *Diccionario de términos críticos de la literatura y la cultura en América Latina*, Buenos Aires, CLACSO.

Franco, Jean (2003). *Decadencia y caída de la ciudad letrada: la literatura latinoamericana durante la guerra fría*. Madrid: Debate Editorial.

Girona Fibla, Nuria (1995). *Escrituras de la historia. La novela argentina de los años 80.*. Valencia: Quaderns de Filologia.

Girona Fibla, Nuria (2008). *Rituales de la verdad. Mujeres y discursos en América Latina.* Paris/México, RILMA2.

Gilman, Claudia (2003). *Entre la pluma y el fusil: debates y dilemas del escritor revolucionario en América Latina*. Buenos Aires: Siglo Veintiuno Editores Argentina.

Ludmer, Josefina (2010): *Aquí América Latina. Una especulación*, Buenos Aires, Eterna Cadencia.

Mattalía, Sonia (2003). *Máscaras suele vestir: pasión y revuelta: escrituras de mujeres en América Latina*. Madrid/Berlín: Iberoamericana/Vervuert.

Oviedo, José Miguel, Historia de la literatura hispanoamericana, tomo 4, Madrid, Alianza, 2001, pp.

Complementary works

Andermann, Jens (2022): *Tierras en trance: arte y naturaleza después del paisaje*, Santiago de Chile, Metales Pesados.

Andermann, Jens (2023): *Handbook of Latin American environmental aesthetics*, Berlin, Walter de Gruyter.

Colombi, Beatriz (coord..) (2021): *Diccionario de términos críticos de la literatura y la cultura en América Latina*, Buenos Aires, CLACSO.

De los Ríos, Valeria (2022): *Vida animal: figuraciones no humanas en el cine, la literatura y la fotografía*, Santiago de Chile, Metales Pesados.

Giorgi, Gabriel (2014): *Formas comunes. Animalidad, cultura, biopolítica*, Buenos Aires, Eterna Cadencia.

Heffes, Gisela (2013*): Políticas de la destrucción, poéticas de la preservación: apuntes para una lectura (eco)crítica del medio ambiente en América Latina*, Buenos Aires, Beatriz Viterbo.

Link, Daniel (2009): *Fantasmas: imaginación y sociedad*, Buenos Aires, Eterna Cadencia.

Link, Daniel (2015): *Suturas: imágenes, escritura, vida*, Buenos Aires, Eterna Cadencia.

Martínez Garcia, Miguel Ángel (2020). *BIOS. Literatura, enfermedad, formas de vida*. Tirant lo Blanch.

Nouzeilles, Gabriela (comp.) (2002*): La naturaleza en disputa: retóricas del cuerpo y el paisaje en América latina*, Buenos Aires, Paidós.

Peris Blanes, Jaume (2008). Historia del testimonio chileno. De las estrategias de denuncia a las

políticas de memòria. Quaderns de Filologia.

Rodríguez, Fermín (2010): *Un desierto para la nación. La escritura del vacío*, Buenos Aires, Eterna Cadencia.

Schmidt-Welle, Friedhelm (ed.) (2003): *Ficciones y silencios fundacionales: literaturas y culturas poscoloniales en América Latina (siglo XIX)*, Madrid, Iberoamericana Verbuert.

Viveiros de Castro, Eduardo (2013): *La mirada del jaguar. Introducción al perspectivismo amerindio*, Buenos Aires, Tinta Limón.

Yelin, Julieta (2015): *La letra salvaje. Ensayos sobre literatura y animalidad*, Buenos Aires, Beatriz Viterbo.