

Last updated: October 22nd, 2007

BARCELONA AND THE LATIN AMERICAN LITERARY 'BOOM'
LT375

DESCRIPTION:

This course provides an introduction to one of the fundamental chapters of twentieth century literature: the generation known as the Latin American "boom". Through the work of its most notable writers — Gabriel García Márquez, Mario Vargas Llosa and José Donoso, among others— the course will study the literary works that made the reputation of Latin American literature, as well as the key role played by Barcelona in its emergence and diffusion. (3 CREDITS)

PREREQUISITES:

None.

LANGUAGE OF PRESENTATION:

Advanced level of Spanish

PROFESSOR:

J. VÁSQUEZ

STUDENT OUTCOMES:

By the end of the course, students will be able to:

- Identify the literary, social and political factors involved in the consolidation of this phenomenon.
- Recognize the evolution of twentieth century Latin American literature. Discuss a Latin American literary work, its strategies and procedures, and interpret it in relation to other works and/or authors.
- Apply the critical tools acquired during the course to the written analysis of a Latin American literary work.

LEARNING MEANS:

Classes will combine lectures, discussions, student presentations in which students will receive valuable feedback from their peers, and video screenings of interviews with the most prominent Latin American writers, as well as walks and visits during which students will grow acquainted with the literary Barcelona of the sixties and seventies. The first part of the course will address the relationship between Latin American writers and the city of Barcelona as a cultural metropolis. The second part will concentrate on literary works, including the critical reading and discussion of novels and short-stories.

METHODS OF ASSESSMENT:

Students will choose any text from the Latin American authors discussed in class, and present their work in progress at three different stages: a 900-word paper draft due on session 10, an oral presentation on sessions 18-19, and an 1800-word term paper due on session 23. The work will be written in Spanish. Class participation is expected to stimulate and enrich class discussion; this grade will take into account every aspect of the student's performance, including preparation, contributions, effort and attentiveness. Mid term and final exams will be essay format, asking students to read closely, analyze, and interpret a particular passage of one of the texts studied.

- Class participation: 20%
- Term Paper:
 - Draft version 5%
 - Final version 25%.
- Oral presentation: 10% (in Spanish)
- Midterm Exam: 20% (in Spanish)
- Final Exam: 20% (in Spanish)

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COURSE CONTENT

SESSION 1	Jan. 22, 2008	Class content: Introduction and course presentation.
SESSION 2	Jan. 24, 2008	Class content: What do we mean by "boom"? The social and political context: a new literature for the decay of the Franco dictatorship. The writers and the revolution: Cuba as a common ground. Required readings: Rodríguez Monegal, Emir. <i>El boom de la novela latinoamericana</i> . Caracas: Editorial Tiempo Nuevo, 1972: 11-36.
SESSION 3	Jan. 29, 2008	Class content: The role of the editor. Carlos Barral and Seix-Barral as creator of a literary phenomenon. Required readings: Moret, Xavier. "Carlos Barral, editor", in <i>Tiempo de editores</i> . Barcelona: Destino, 2002: 179-214.
SESSION 4	Jan. 31, 2008	Class content: The "boom" according to its writers. Required readings: José Donoso, <i>Historia personal del boom</i> , 1972, Chapter 7 (memoir and testimony). Class discussion.
SESSION 5	Feb. 5, 2008	Class content: The forefathers of the Latin American "boom" (I): Jorge Luis Borges. The short-story in the Latin American tradition. Required readings: Ricardo Piglia, "Tesis sobre el cuento", en <i>Formas breves</i> , 2000 (essays), and Jorge Luis Borges, "El sur", in <i>Ficciones</i> , 1944 (short stories).
SESSION 6	Feb. 7, 2008	Class content: The forefathers of the Latin American "boom" (II): Jorge Luis Borges. The short-story in the Latin American tradition. Required readings: Jorge Luis Borges, "El escritor argentino y la tradición", in <i>Discusión</i> , 1932 (essays) and "La muerte y la brújula", in <i>Ficciones</i> , 1944 (short stories).
SESSION 7	Feb. 12, 2008	Class content: The forefathers of the Latin American "boom" (III): Juan Rulfo. Readings: Juan Rulfo, "Nos han dado la tierra" and "¿No oyes hablar los perros?" in <i>El llano en llamas</i> , 1953 (short stories).
SESSION 8	Feb. 14, 2008	Class content: The forefathers of the Latin American "boom" (IV): Juan Carlos Onetti. Required readings: Juan Carlos Onetti, "El infierno tan temido", in <i>Tan triste como ella y otros cuentos</i> , 1976 (short stories).
SESSION 9	Feb. 19, 2008	Class content: The protagonists (I): Julio Cortázar.

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		<p>Cortázar and the art of the short story.</p> <p>Required readings: Julio Cortázar, "Del cuento breve y sus alrededores", in <i>Último round</i>, 1969, and "Casa tomada", in <i>Bestiario</i>, 1951 (short stories).</p>
SESSION 10	Feb. 21, 2008	<p>Class content: Term papers due (drafts).The protagonists (II): Julio Cortázar.</p> <p>Required readings: Julio Cortázar, "Cartas de mamá", in <i>Bestiario</i>, 1951 (short stories) and "Continuidad de los parques", in <i>Final del juego</i>, 1964 (short stories).</p>
SESSION 11	Feb. 26, 2008	<p>Class content: Field trip: Barcelona and the <i>gauche divine</i>.</p> <p>Activity: Students will visit the cafés and bars frequented by the writers and artists from the early 1970s, including "Boom" members such as Vargas Llosa, García Márquez, Donoso and Bryce Echenique. They will also learn about the <i>gauche divine</i>, the left-wing bourgeoisie that included some of the most notorious intellectuals in recent Spanish history.</p>
SESSION 12	Feb. 28, 2008	Midterm exam.
SESSION 13	Mar. 4, 2008	<p>Class content: The protagonists (III): Gabriel García Márquez. The roots of <i>Cien años de soledad</i>: the short stories of García Márquez.</p> <p>Required readings: Gabriel García Márquez, "Un día de éstos" and "La siesta del martes", in <i>Los funerales de la Mamá Grande</i>, 1962 (short stories). Class discussion</p>
SESSION 14	Mar. 6, 2008	<p>Class content: The protagonists (IV): Mario Vargas Llosa. The Biblioteca Breve Prize. At the beginning was the novel.</p> <p>Required readings: Mario Vargas Llosa, <i>La ciudad y los perros</i>, Chapter I, 1962 (novel). Class discussion.</p>
SESSION 15	Mar. 11, 2008	<p>Class content: The protagonists (V): Mario Vargas Llosa. The Biblioteca Breve Prize. At the beginning was the novel.</p> <p>Required readings: Mario Vargas Llosa, <i>La ciudad y los perros</i>, Chapter II, 1962 (novel). Class discussion.</p>
SESSION 16	Mar. 13, 2008	<p>Class content: Field trip: Visit to a Literary Agency.</p> <p>Activity: Students will meet and interview a distinguished literary agent. Students will learn about the role of agents and their importance in a phenomenon such as the "boom".</p>
	SPRING BREAK	
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SESSION 17	Mar. 25, 2008	Class content:

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		The protagonists (VI): Carlos Fuentes. The Great Mexican Novel. Required readings: Carlos Fuentes, <i>La muerte de Artemio Cruz</i> , 1962, p. 1-28 (novel). Class discussion.
SESSION 18	Mar. 27, 2008	Class content: Student presentations. Class Discussion.
SESSION 19	Apr. 1, 2008	Class content: Student presentations. Class Discussion.
SESSION 20	Apr. 3, 2008	Class content: The protagonists (VII). Gabriel García Márquez: "The Latin American Bible". Required readings: Gabriel García Márquez, <i>Cien años de soledad</i> , 1967, Chapter 1 (novel). Class discussion.
SESSION 21	Apr. 8, 2008	Class content: The protagonists (VIII). Gabriel García Márquez: "The Latin American Bible". Required readings: Gabriel García Márquez, <i>Cien años de soledad</i> , 1967, Chapter 2 (novel). Class discussion
SESSION 22	Apr. 10, 2008	Class content: The protagonists (IX). Gabriel García Márquez: "The Latin American Bible". Required readings: Gabriel García Márquez, <i>Cien años de soledad</i> , 1967, Chapter 15 (novel). Class discussion
SESSION 23	Apr. 15, 2008	Class content: Term papers due (final versions). The boom's last sigh. The writers and the revolution: Cuba as the bone of contention. Required readings: Guillermo Cabrera Infante, "Los poetas a su rincón", in <i>Mea Cuba</i> , 1992. Class discussion.
SESSION 24	Apr. 17, 2008	Class content: Course conclusions.
FINAL EXAM*	Apr. 24, 2008	Final Exam

LIST OF SELF-GUIDED VISITS, FIELD STUDIES, CLASSES ON SITE, GUEST SPEAKERS OR FILM VIEWINGS

SESSION	DATE	ACTIVITY	DESCRIPTION
	In students own time	Day trip	Barral's Calafell
Session 11	Feb. 26	Class on site	Barcelona's Gauche Divine
Session 16	Mar. 13	Class on site	Visit to a Literary Agency

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REQUIRED READINGS

- Borges, Jorge Luis (1994). "El escritor argentino y la tradición". In *Obras completas*. 267-274. Buenos Aires: Emecé.
"El sur". In *Obras completas*. 525-530. Buenos Aires: Emecé.
"La muerte y la Brújula". In *Obras completas*. 499-507. Buenos Aires: Emecé.
- Guillermo Cabrera Infante (1992). "Los poetas a su rincón". In *Mea Cuba*. 335-364. Madrid: Alfaguara.
- Cortázar, Julio (2005). "Del cuento breve y sus alrededores". In *Último round*. 42-55. Barcelona: Destino.
- Cortázar, Julio (1986). "Casa tomada". In *Cuentos*. 11-16. Barcelona: Ediciones Orbis.
"Cartas de mamá". In *Cuentos*. 143-164. Barcelona: Ediciones Orbis.
"Continuidad de los parques". In *Cuentos*. 77-78. Barcelona: Ediciones Orbis.
- Donoso, José (1999). Chapter 7. In *Historia personal del boom*. 115-126. Madrid: Alfaguara.
- Fuentes, Carlos (1993). *La muerte de Artemio Cruz*. 9-28. Bogotá: Fondo de Cultura Económica.
- García Márquez, Gabriel (2007). Chapter 1. *Cien años de soledad*. 9-28. Madrid: Alfaguara.
Chapter 2. *Cien años de soledad*. 29-48. Madrid: Alfaguara.
Chapter 15. *Cien años de soledad*. 333-356. Madrid: Alfaguara.
- García Márquez, Gabriel (1996). "La siesta del martes". In *Cuentos 1947-1992*. 119-127. Bogotá: Norma.
"Un día de éstos". In *Cuentos 1947-1992*. 128-131. Bogotá: Norma.
- Moret, Xavier (2002). "Carlos Barral, editor". In *Tiempo de editores*. 179-215. Barcelona: Destino.
- Onetti, Juan Carlos (1993). "El infierno tan temido". In *Tan triste como ella y otros cuentos*. Barcelona: Lumen.
- Piglia, Ricardo (2000). "Tesis sobre el cuento". In *Formas breves*. 103-111. Barcelona: Anagrama.
- Rodríguez Monegal, Emir (1972). "El origen, los múltiples orígenes". In *El boom de la novela latinoamericana*. 13-36. Caracas: Editorial Tiempo Nuevo.
- Rulfo, Juan (1969). "Nos han dado la tierra". In *Pedro Páramo y El llano en llamas*. 141-146. Barcelona: Planeta.
"¿No oyes ladrar los perros?". In *Pedro Páramo y El llano en llamas*. 243-247. Barcelona: Planeta.
- Vargas Llosa, Mario (1997). Chapter 1. *La ciudad y los perros*. Madrid: Alfaguara.
Chapter 2. *La ciudad y los perros*. Madrid: Alfaguara.

RECOMMENDED READINGS

- Harss, Luis (1967). *Los nuestros*. Buenos Aires: Sudamericana.
- Vargas Llosa, Mario (1971). *García Márquez: historia de un deicidio*. Barcelona: Seix-Barral.
- Oviedo, José Migue (1986). *Mario Vargas Llosa: La invención de una realidad*. Barcelona: Seix Barral.
- Fuentes, Carlos (1993). *Geografía de la novela*. México: Fondo de Cultura Económica.
- Yurkievich, Saul (2004). *Julio Cortázar: Mundos y modos*. Barcelona: Edhasa.
- Bryce Echenique, Alfredo (1993). *Permiso para vivir (antimemorias)*. Barcelona: Anagrama.
- Barral, Carlos (2001). *Memorias*. Barcelona: Península.
- Donoso, José (1981). *El jardín de al lado*. Barcelona: Seix Barral.