

## **Negotiating Identities in 20<sup>th</sup>- and 21<sup>st</sup>-Century Literatures from Spain and Latin America**

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Language of Instruction: English – Readings: Spanish

### **Content**

This course presents to the students a complete insight into the literatures of Spain and Latin America in the 20<sup>th</sup> and 21<sup>st</sup> centuries. The notion of *identity* is at the very core of the course: all readings address and problematize different sorts of identities, spanning national, gender, sexual, racial and family ones. Topics addressed include problematic national affiliation, non-hegemonic male/female/trans identities, homosexuality, racial confrontations and quests for one's own identity. This is made through a series of readings which include short fiction, poetry and theatre, as well as, occasionally, visual arts.

In addition, the syllabus covers the whole period – starting from the beginning of the 20<sup>th</sup> century and reaching today's literature, the course offers a journey through the most relevant episodes of the period, including Cuban independence, the Spanish Civil War and Latin American military regimes. Likewise, this ample overview means that most literary styles are covered: Symbolism, Avant-Garde, Agit-Prop, Realism, Fantastic and Expressionism. Finally, the geographical scope includes Spain, Cuba, Mexico, Uruguay, Chile and even the Philippines. This provides a comprehensive picture of literary production in the Hispanic World in terms of content, style and country.

The course includes 15 lessons, which will be addressed on a weekly basis, i.e. in two 90 m. sessions each. The first two weeks are rather theoretical and are meant to endow the students with basic concepts and tools for further work. The first week provides a panoramic overview on history, culture and literary production of the Hispanic World, while the second week delves into on the complexity of defining race, gender, sexual orientation, nation and personal identity in our times, giving the students key concepts for further discussion. Weeks 3 to 15 are devoted to particular topics and texts. The first 90 m. session of each lesson is a lecture in which a different period or literary movement will be presented along with one of the *identity issues* addressed in the course. The second 90 m. session of each lesson will be devoted to group commentary of the proposed text: the lecturer will guide the discussion, which is supposed to build on the notions introduced in the previous session. Ideally, a group of students will be in charge of presenting the texts and throwing some questions about it to kick off the discussion.

All readings are relatively short, so students can have them read during the week. The first two lessons have no specific reading, so students can start preparing the texts to be discussed afterwards. Texts are in Spanish but lectures and discussions will be carried out in English.

## Program

- 1. Introduction to Spanish and Latin American Cultures and Literatures: 1898-2020**
- 2. Negotiating Racial, Gender, Sexual, National and Familiar Identities in the Hispanic World**
- 3. Burying the Old, Giving Birth to the New: 1898 as the Beginning of the 20<sup>th</sup> century**  
Reading: Selection of poems by Antonio Machado (Spain), José Rizal (Philippines) and José Martí (Cuba) [around 1898]
- 4. Women and Modernity in Spain**  
Reading: *Aurora de España*, Concha Espina (Spain) [1927]
- 5. Homoerotic Desire Onstage**  
Reading: *El público*, Federico García Lorca (Spain) [1930]
- 6. A War Between Brothers: Spanish Civil War and Cultural Creation**  
Reading: *Romances de la Guerra*; Paintings by Dalí and Picasso; Civil War Posters (Spain) [around 1936-39]
- 7. Deprived of the Nation: Exile Literature**  
Reading: Max Aub, *San Juan* (Spain, France, Mexico) [1943]
- 8. Fantastic Literature: Race and Religion**  
Reading: "El derrumbamiento", Armonía Sommers (Uruguay) [1953]
- 9. Looking for One's Roots**  
Reading: *Pedro Páramo*, Juan Rulfo (Mexico) [1955]
- 10. Failed Masculinity**  
Reading: *El tintero*, Carlos Muñoz (Spain) [1961]
- 11. Deconstructing the Self**  
Reading: *Strip-tease de los celos* and *Los cuatro cubos*, Fernando Arrabal (Spain, France) [1963]
- 12. Dictatorship, Torture and Ideological Confrontation**  
Reading: *Pedro y el Capitán*, Mario Benedetti (Uruguay) [1979]
- 13. Facing the Migrant**  
Reading: *La Mirada del hombre oscuro*, Ignacio del Moral (Spain) [1992]
- 14. Beauty, the Self and the Other**  
Reading: *Balada de la mujer fea*, Paloma Pedrero (Spain) [2001] and *Pieles*, Eduardo Casanova (Spain) [2017]
- 15. Trans Identities**  
Reading: *Las biuty queens* (selección), Iván Monalisa Ojeda (Chile) [2019]

**References**

Notes provided in class

Information from Webpages and articles provided in class

**Evaluation**

Final Exam (50%) and group presentation on the weekly reading (50%)

**Reading Materials**

All texts are easily available for students. The lecturer will provide those which are not accessible. A general bibliography will be provided.