

HISP 242. SURVEY OF SPANISH LITERATURE AND CULTURE 2

Fall 2024

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Advising hours: Thursdays 10:30-12:00

Course description:

This survey course aims to familiarize students with general concepts in Spanish literature and culture through a discussion of representative works from the late 18th- to early 21st-centuries. Throughout this course, students will pay particular attention to the close reading of diverse textual genres (drama, poetry, short stories, novels, essays, art) along with their formal, thematic, and sociopolitical aspects.

Language of instruction: This course is entirely taught **in Spanish**. Students must have completed HISP 220 or HISP 219 or have a level above Spanish Intermediate at McGill. Please contact the instructor if you have doubts about your level of Spanish or if you are unsure if this is the course for you.

Learning methods and outcomes:

This course is delivered through in-class lectures, discussions in small groups, written reports, and academic essays that reflect literary and cultural analysis based on the student's personal reading and interpretation of texts or multimedia material. By the end of this course, the student will be able to discuss a primary text, an author and their thematic importance within modern and contemporary Spanish literature and culture with the help of critical concepts and appropriate secondary literature through written essays and oral participation in Spanish.

Course requirements and evaluation:

Class participation and attendance: 20%
In-class reading quizzes and responses (1% each): 20%
Midterm Essay (in-class): 25%
Final Essay* (5-6 pages): 35%

*Note: The essay must be typed with **Times New Roman, font 12, 1-inch margins**, and follow the most recent academic essay guidelines, formatting and citation style according to **Modern Language Association (MLA)**. Please consult this online resource for more information:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html.

Material:

Required texts for reading (scanned PDF pages), links to secondary literature, and any other relevant information for each class are posted on *myCourses*.

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Academic Integrity Statement

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures” (Approved by Senate on 29 January 2003) (See McGill’s guide to academic honesty for more information).

« L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et procédures disciplinaires » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le guide pour l’honnêteté académique de McGill.)

Wellness: Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; [wellness resources](#) are available on campus, off campus, and online.

Workload management skills: If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, don’t hesitate to seek support from [Student Services](#).

Relevant information on this course:

The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.

As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/ or [Student Accessibility and Achievement](#).

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

Content warning: Please be aware that some of the content in this course contains language or images that may be difficult and/or sensitive for some students.

Cronograma breve del curso:

(T) Martes, (R) Jueves

Semana	Tema	Fecha	Lectura	Evaluaciones
1	Introducción al curso	R, 29/ago		
2	SIGLO 18: Ilustración	T, 3/sep	-Benito Jerónimo Feijoo. -Francisco de Goya.	
		R, 5/sep	-José Cadalso.	
3	SIGLO 19: Romanticismo	T, 10/sep	-Mariano José de Larra.	Add-Drop Deadline
		R, 12/sep	-José de Espronceda -Carolina Coronado	Quiz 1
		T, 17/sep	-José Zorrilla.	Quiz 2
		R, 19/sep	-Gustavo Adolfo Bécquer. -Rosalía de Castro.	Quiz 3
5	Realismo y naturalismo	T, 24/sep	-Benito Pérez Galdós.	Quiz 4
		R, 26/sep	-Leopoldo Alas "Clarín".	Quiz 5
6		T, 1/oct	-Emilia Pardo Bazán.	Quiz 6
		R, 3/oct	Ensayo en clase (siglos 18 y 19)	
7	SIGLO 20: Modernismo y Vanguardias hasta la Guerra Civil	T, 8/oct	-Miguel de Unamuno.	Quiz 7
		R, 10/oct	-Ramón del Valle-Inclán.	Quiz 8
8		FALL READING BREAK (15-18/oct)		
9		T, 22/oct	-Carmen de Burgos	Quiz 9
		R, 24/oct	-Federico García Lorca.	Quiz 10
10		T, 29/oct	-Miguel Hernández.	Quiz 11
		R, 31/oct	-Carmen Laforet.	Quiz 12
11	Literatura y dictadura	T, 5/nov	-Ana María Matute.	Quiz 13
		R, 7/nov	-Camilo José Cela.	Quiz 14
12		T, 12/nov	-Alfonso Sastre.	Quiz 15
		R, 14/nov	-Carmen Martín Gaité.	Quiz 16
13	Literatura y democracia: el posmodernismo	T, 19/nov	-Eduardo Mendoza.	Quiz 17

	SIGLO 21:	R, 21/nov	-Enrique Vila-Matas.	Quiz 18
14	Tendencias y posibilidades	T, 26/nov	- Agustín Fernández Mallo	Quiz 19
		R, 28/nov	-Belén Gopegui.	Quiz 20
15	Conclusiones	T, 3/dic		
		T, 10/dic		Entrega ensayo final