CIEE Barcelona, Spain

Course title: Literary Images of Catalonia and Spain (English)
Course code: LITT 3001 BASP (ENG)
Programs offering course: Global Architecture and Design, Business and Culture, Economics and Culture, Language and Culture
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Fall 2020

Course Description

In this course, we will discuss and analyze key literary works in order to gain understanding of some of the concepts, narratives and tensions that make up contemporary Catalan and Spanish identities. The chosen texts reflect on issues such as the Spanish Civil War, Catalan nationalism and the recuperation of historical memory in contemporary Spain. They include Mercè Rodoreda’s The Time of the Doves, Federico García Lorca’s Gypsy Ballads, Javier Cercas’ Soldiers of Salamis and Miguel Delibes’ Five hours with Mario. This course will also explore key theoretical conventions, terminology and expectations in the study of literature, as tools for the analysis of the work at hand.

Learning Objectives

By completing this course, students will:

- To introduce students to some of the Spanish writers (mainly 20th century) whose work reflects on broader societal and identity processes.
- To reinforce concepts and tools of literary criticism in order to enable students to clearly and effectively communicate ideas and intuitions/feelings about a literary text at the end of the course.
- To enrich the students’ knowledge of the main social and political tensions of recent and contemporary Spain through literary texts.
- To offer an interdisciplinary approach that connects Literature to History and the Arts, as tools of social analysis.

Course Prerequisites

An interest in the Humanities, and more particularly in Literature.

Methods of Instruction

Lectures, readings and class debates. The course will include the screening of the film adaptation of one of the books, Soldiers of Salamis, directed by David Trueba as well as a Mercè Rodoreda Tour around the neighborhood of Gracia, in Barcelona, where students will be able to visit some of the paces mentioned in In Diamond Square.

Assessment and Final Grade

1. Midterm Exam 20%
2. Final Exam 20%
3. Research Paper 25%
4. Oral Presentation 10%
5. Group Assignment 5%
6. Quizzes 10%
7. Class Participation 10%
TOTAL 100%

Course Requirements

Midterm Exam

Final Exam

There will be a Midterm Exam and a Final Exam. Both exams will have exactly the same structure. They will both consist of three sections: 10 definitions, 4 short questions and an essay on the book (In Diamond Square in the Midterm and Soldiers of Salamis in the Final Exam).

Research Paper

Oral Presentation

Students will be required to write a term paper (2,300-2,800 words) and present their research / creative paper during specific class periods (10 minutes). Topics will be individually discussed with the professor. The research paper will present a hypothesis that needs to be verified, the findings, the conclusions and the references. The creative paper should explore one or two of the narrative devices studied in class and justify the different literary decisions.

Group Assignment

Quizzes

Students will be asked to write one group assignment on some concepts and tools of literary criticism (400 words) and will also have to do two online quizzes in class (16 multiple choice questions).

Class Participation

Students are expected to participate in the general class discussion of the texts and will be encouraged to reflect on different points of view in order to promote critical thinking.

Late assignments will be marked down 10% after the first day and 5% every day afterwards.

- No coursework will be accepted after the last day of class.
- Use of cellphones/laptops for leisure purposes is absolutely prohibited in class.

Attendance

Students are expected to attend all scheduled class sessions on time and be prepared for the day’s class activities. CIEE does not distinguish between justified or unjustified absences, whether due to sickness, personal emergency, inevitable transportation delay and/or other impediments. You are considered responsible of managing your own absences. Please keep in mind that exams, paper submission dates, presentations and any other course work deadlines cannot be changed.
No academic penalty will be applied if students miss up to 3 class sessions. If students miss up to 6 class sessions, students’ final course grade will drop 5 points out of 100 on the CIEE grade scale for each additional absence beyond 3 (for example a 95 will become a 90 if they reach the 4th absence, and an 85 if they reach the 5th absence). Students will automatically fail the course if they miss more than 20% of total class hours (i.e. if they exceed 6 absences).

For students who miss up to 20% of the total course hours due to extenuating circumstances, the Academic Director may allow for exceptions to the local attendance policy based on documentation such as proof of bereavement, religious observances, hospitalization etc.

Students arriving more than 10 minutes late to the class will be considered absent for a day.

*Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.*

**Weekly Schedule**

**Week 1**

**Class 1.1** Introduction

Course Description. Due dates for exams, papers, etc.

The Spain of Don Quixote

Readings: Cervantes 1930: 31, 68.

**Class 1.2** The greatest masterpiece of Spanish literature

Cervantes’ Don Quixote

Chivalric romances. Pastoral romances. Gender hybridization.

Readings: Cervantes 1930: 68.

**Week 2**

**Class 2.1** Cervantes’ Don Quixote

Fernández de Avellaneda. Metaliterature in Don Quixote.

Readings: Cervantes 1930: 84-94.

Who am I in the context of this experience?

**Class 2.2** Jose Luis Borges’ Don Quixote


**Week 3**

**Class 3.1** Franz Kafka’s Don Quixote
Kafka’s re-writing of the classics. The re-appropriation of Don Quixote.


Group Assignment

Class 3.2  Visit to “sala cervantina”

**Week 4**

Class 4.1  Antonio Machado

The end of the Spanish Colonial Empire: the generation of 1898

Quiz 1

Class 4.2  Federico García Lorca’s Gypsy ballads

Literary and artistic avant-gardes.


**Week 5**

Class 5.1  Federico García Lorca’s

Surrealism and Cubism in Lorca’s work.


Class 5.2  Mercè Rodoreda: In Diamond Square

Context and characters

Readings: Rodoreda, Mercè. 2014.

**Week 6**

Class 6.1  Mercè Rodoreda: In Diamond Square

Symbolism in Rodoreda

Readings: Rodoreda, Mercè, 2014.

Class 6.2  Midterm Exam

**Week 7**

Class 7.1  Visit to a Civil War Air-Raid Shelter

Class 7.2  Mercè Rodoreda: Short stories
The Salamander: class discussion

Week 8
Class 8.1 Mercè Rodoreda: Short stories
The Salamander: class discussion

Class 8.2 Miguel Delibes: Miguel Delibes’ Five hours with Mario
Post-war and the Franco regime.

Week 9
Class 9.1 Miguel Delibes: Miguel Delibes’ Five hours with Mario
Carmen and Mario: the two Spains

Class 9.2 Session 18 Maria-Mercè Marçal and Sylvia Plath
Literary canon vs Female genealogy. Readings:
Marçal, 2009.
— 1995: 14
Plath, 2008
Quiz 2

Week 10
Class 10.1 Field-Trip to the Catalan History Museum

Class 10.2 Class Presentation

Week 11
Class 11.1 Class Presentation/Paper

Class 11.2 Javier Cercas
The recovery of Historical Memory

**Week 12**

Class 12.1 Film: David Trueba’s Soldados de Salamina

Class 12.2 Javier Cercas

Fiction vs History.
Readings: Cercas, 2008

**Week 13**

Class 13.1 Javier Cercas

The hero in Soldiers of Salamis

Class 13.2 Final exam

**Course Materials**

**Readings**

**Primary sources**


—«Inside my head I have a man's head». *Catalan Writing*, translated by Sam D. Abrams, 14, 1995.


Other references of interest


