**Hispanic-American Language and Literature**

## Prof. Michela Elisa Craveri

### **COURSE AIMS AND INTENDED LEARNING OUTCOMES**

### Semester I

The aim of the course is to teach the literary production of the Chilean poet Pablo Neruda, within the Hispanic-American twentieth century cultural context. Starting from a critical reflection on poetic renewal by the avant-garde, the course will focus on the stylistic and symbolic characteristics of Pablo Neruda’s poetry.

At the end of the course, students will be capable of critically reflecting on the innovativeness of Neruda’s poetry in terms of tone and form, highlighting its distinguishing stylistic and thematic features and the rhetorical organisation. Students will also be capable of contextualising the studied texts, within the broader production of twentieth century Hispanic-American poets pointing out the style, the metaphorical construction and the symbolic representation of reality.

Semester II

The aim of the course is to provide students a critical reflection on the relationship between literature and cinema in the context of Latin American culture of the second half of the twentieth century, specifically focusing on the work of Manuel Puig (*El beso de la mujer araña*), of Antonio Skármeta (*El cartero de Neruda*) and of Jorge Ibargüengoitia (*Dos crímenes*). After a first part covering the analysis of the literary production of the above-mentioned authors, the course will cover film adaptations of their novels, pointing out the fruitful and complex relationship between literary and cinematic narration.

At the end of the semester, students will be capable of critical reflection on the relation between the literary text and the film version of some of the main literary works of the second half of the twentieth century, of analysing the narrative, language and symbolic construction of *El Beso de la mujer araña*, *Dos crímenes* and *El cartero de Neruda*, the relationship between the cinema and literary versions of these novels and their impact on contemporary fiction. The students will also be capable of critically analysing the works of Manuel Puig, Jorge Ibargüengoitia and Antonio Skármeta, appreciating their innovativeness and the intertextuality of their narration.

### **COURSE CONTENT**

### Semester I

Metaphorical, symbolical language and representation of reality in Pablo Neruda’s poetry.

Semester II

Cinema in literature, literature in Latin American cinema

### **READING LIST**

### Semester I

Adopted text:

Neruda Pablo, *Antología general*, Madrid, Real Academia Española, 2010

Recommended texts for in-depth study:

Alemany Carmen, *Cien años de Pablo Neruda*, Alicante: Universidad de Alicante, 2005

Bellini Giuseppe, *Neruda: La vita, il pensiero, le opere*, Milan: Edizioni Accademia, 1973

Bellini Giuseppe, “Pablo Neruda, cantore della vita e della morte”*,* *Vita e Pensiero*, n. 1-2, 1974, pp. 233-243.

Bellini Giuseppe, *Viaje al corazón de Neruda*, Rome: Bulzoni, 2000

Bohorques Marchori Guadalupe, [*La imagen de la mujer en la poesía amorosa de Pablo Neruda*](https://unicatt.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwdV1fS8MwED90RfBNceKfKXkWpm3TtQkMX8QymBs-TEVfxvWSwnS1UteP5afwi3nZqsLQt1wIyXHk7pffwV0AZHjud9diQmItBZJykj3f5IEiReRrHxOVZ5RJV6ucPsXDsZ48xPdrvHFVJcGKLH4SFzLoKZ347IvyjCn0JnihjDVzL290Nxo-un_4-KGRqJi9Z9Vl51dmEKGaQYRjbYMi6Q60XGXBLmzMFnswuEExK9ibX4WxYo6iqJ9tJVjk8Vtp3z8_UGBRMoqhW3GL2bwU_QKrl8uxrWqD_Yul0IZOej25GnT5vGmTjZl-6x6F-9Bihm8PQEQ6zHpEkrHCRBijxsBxVkUmz0wk8RDaf25x9M_8MWyHDn2WmYIOeDnfZHsCW40lTxszfQFi13Nw)*,* Valencia: Tirant Humanidades, 2017

Chihuailaf Arauco, “El Canto General de Pablo Neruda y la historia mapuche”, *Sociedad y discurso*, year IV, no. 6, 2004, pp. 1-13

Fernández Retamar Roberto, “Antipoesia e poesia colloquiale in Ispanoamerica”, in Roberto Fernández Retamar, *Per una teoría della letteratura ispanoamericana*, Rome: Meltemi, 1999, pp. 121-137

Loyola Hernán, “Neruda moderno, Neruda posmoderno”, *América sin nombre*, no. 1, 1999, pp. 21-32

Neruda Pablo, *Attraverso l’oscuro splendore*, edited by Giuseppe Bellini, Rome: Bulzoni, 1985

Neruda Pablo, *Confieso que he vivido*, Barcelona: Seix Barral, 2017

Neruda Pablo, *Memoriale di isla Negra,* a cura di Giuseppe Bellini, Milan: Edizioni Accademia, 1967

Pini Ivonne, “Vanguardia latinoamericana y formas de representación. Una mirada a textos de los años 20”, *Ensayos*, no. 4, 1997, pp. 99-113

Schopf Federico, *Del vanguardismo a la antipoesía*, Rome: Bulzoni, 1986

Sicard Alain, *El pensamiento poético de Pablo Neruda*, Madrid: Gredos, 1981

Tavani Giuseppe, *Asturias y Neruda. Cuatro estudios para dos poetas*, Rome: Bulzoni, 1985

Teitelboim Volodia, *Neruda. La biografía*, Buenos Aires: Editorial Sudamericana, 2004

Videla de Rivero Gloria, *Direcciones del vanguardismo*, Mendoza: Universidad Nacional de Cuyo, 2011

Yurkievich Saúl, *La movediza modernidad*, Madrid: Taurus, 1996

Additional reading will be indicated by the lecturer during the course and posted on the notice board.. Possible further in-depth reading will be loaded on the Blackboard page of the course.

Semester II

Adopted texts:

Manuel Puig, *El beso de mujer araña,* Barcelona: Seix Barral, 2012

Jorge Ibargüengoitia, *Dos crímenes*, México: Joaquín Mortiz, 2009

Antonio Skármeta, *El cartero de Neruda*, Barcelona: Plaza y Janés Editores, 1995

Recommended texts for in-depth study:

Aínsa Fernando, “Raíces populares y cultura de masas en la nueva narrativa hispanoamericana”, *Anales de Literatura Hispanoamericana*, no. 28.1, 1999, pp. 75-86

Alonso Barahona Fernando, *Antropología del cine.* Barcelona: Centro de Investigaciones españolas e hispanoamericanas, 1992

Campbell Federico, “Ibargüengoitia: la sátira histórico-política”*, Revista Iberoamericana*, vol. 55, no. 148-149, 1989, pp. 1047-1055

Casetti Francesco y Federico Di Chio, *Cómo analizar un film*, Barcelona: Paidós, 1991

D’Amore Wikinson Anna Maria, *La traducción de colores en Dos crímenes: entre racismo y alteridad*, en Nayelli Castro Ramírez, *Traducción, identidad y nacionalismo en Latinoamérica,* México: Bonilla Artigas Editores, 2013

Díaz Arciniega Víctor y Marisol Luna Chávez, “El crepúsculo de los valores en la narrativa de Ibargüengoitia”*, Sincronía*, no. 76, 2019, pp. 313-334

Franco Jean, “Narrador, autor, superestrella: la narrativa latinoamericana en la época de la cultura de masas”, *Revista Iberoamericana*, no. 200, 2002, pp. 129-148

Garrido Domínguez Antonio, “Cine y literatura en *El beso de la mujer araña*”, *Anales de Literatura Hispanoamericana*, no. 29, 2000, pp. 75-102

Horak Lea, *El significado de las películas en* El beso de la mujer araña, Bremen: Universidad de Bremen, 2011, Kindle edition

Laaouina Abderrahman, “Manuel Puig: *Kiss of the spider woman* o la dimensión metacinematográfica”, *Espéculo*, no. 32, 2006, s.p.

Paz Gago José María, “Escritores de cine: Nuevo cine y nueva narrativa latinoamericana”, *Anales de Literatura Hispanoamericana*, no. 29, 2000, pp. 43-74

Ramírez Miranda Francisco Javier, *Ibargüengoitia va al cine*, Guanajuato: Ediciones La Rana, 2013

Restom Pérez Marcela Patricia, *Hacia una teoría de la adaptación: cinco modelos narrativos latinoamericanos*, Barcelona: Universidad Autónoma, 2003

Sánchez Escalonilla Antonio, *Estrategias de guion cinematográfico*, Barcelona: Planeta, 2014

Utrera Rafael, *Literatura cinematográfica. Cinematografía literaria*, Sevilla: Alfar, 1987

Zavala Lauro, “Ética y estética en la narrativa posmoderna: un modelo axial para cuento y cine”, *El Cuento en Red*, no. 12, 2005, pp. 3-10

Zavala Lauro, *La ficción posmoderna como espacio fronterizo. Teoría y análisis de la narrativa en literatura y en cine hispanoamericanos*, Doctoral thesis, Mexico: El Colegio de México, 2007

Additional reading will be indicated by the lecturer during the course and posted on the notice board. Possible further in-depth reading will be loaded on the Blackboard page of the course.

***TEACHING METHOD***

Frontal lectures, practical work, watching of films, exercises on Hispanic-American Language and Literature, conferences held by invited lecturers, group work.

***ASSESSMENT METHOD AND CRITERIA***

Students will take an oral exam in Spanish on course contents.

The final assessment will be based on the relevance of replies, the ability to create links with literary history and the depth of critical reflection on Hispanic-American cultural dynamics and on the literary texts which are being analysed. Other assessment criteria will include critical reflection autonomy, well-argued and coherent structuring of the discussion and the ability to identify conceptual links and open questions on historical and cultural dynamics of Latin American society. The final mark will be the weighted average of the results of the interim written and oral language tests.

The exam of single-subject Hispanic-American Language and Literature course also includes a general part, preparatory for the oral exam of the single-subject course. The exercise sessions will be held by Prof.ssa Sara Carini in Year one and by Prof.ssa Carla García Citerio in Year two.

Second-level degree students, in replacement of the exercises of the first-level degree, will have to study the following for the exam:

- students of Second-level degree 1: *Tiempos recios* di Mario Vargas Llosa and *Gringo viejo* di Carlos Fuentes

- students of Second-level degree 2: *Hombres de maíz* di Miguel Ángel Asturias and *Un mundo para Julius* di Alfredo Bryce Echenique.

***NOTES AND PREREQUISITES***

Lessons will be held in Spanish, therefore students should be proficient in understanding and in the oral and written use of the Spanish language. Students are also requested to have a general knowledge of the culture and of literature in the Spanish language, acquired the previous year.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.

**Hispanic-American Literature 1 Practical Classes**

Dott.ssa Sara Carini

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The contents of the programme complement Prof.ssa Michela Craveri’s single-subject Hispanic-American Language and Literature**.** Through the analysis of significant texts and authors of the pre-Hispanic and colonial period, the course aims to offer an overview of literary production in Latin America from its origins to the 19th century. The texts will be analysed and contextualised in the framework of the evolution of the historical and literary context, and the main functions and characteristics of each text will be identified. At the end of the course, students will have acquired the necessary tools for the understanding of the dynamics which characterise the evolution of Hispanic-American literature in the indicated period.

At the end of the course, students will be capable of: setting authors, texts and literary periods within the historical and literary evolution of Hispanic-American literature, classifying texts and authors on the basis of their most distinguishing stylistic and thematic characteristics, proving that they have understood the content of the texts, providing, when requested, a critical commentary on those texts.

***COURSE CONTENT***

1. Reading and analysis of the following works:

* Lírica náhuatl, (selection of texts in provided reading material)
* *Popol Vuh* (selection of texts in provided reading material)
* *Rabinal Achí*,) (selection of texts in provided reading material)
* Motolinía, *Historia de los indios de la Nueva España*  (selection of texts in provided reading material)
* Bernal Díaz del Castillo, *Historia verdadera de la conquista de la Nueva España* (selection of texts in provided reading material)
* Garcilaso de la Vega el Inca, *Comentarios reales* (selection of texts in provided reading material)
* Sor Juana Inés de la Cruz, *Antología poética* (selection of texts in provided reading material)

2. Full reading of the following work:

* Juan Francisco Manzano, *Autobiografía de un esclavo*, Barcelona: Linklua, 2010

***READING LIST***

In addition to the full reading of the text indicated at point 2., reading material is available for students on Blackboard and at the photocopying laboratory.

The following are also recommended for in-depth reading:

G. Bellini, *Historia de la literatura hispanoamericana*, Madrid, Castalia, 1997.

J.M. Oviedo, *Historia de la literatura hispanoamericana,* vol. 1, Madrid, Alianza editorial, 2012.

M. Suárez, *La América real y la América mágica a través de su literatura*, Salamanca, Ediciones Universidad de Salamanca, 1996

***TEACHING METHOD***

Frontal lectures; group work; complementary material through the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

Continuous assessment, group work, computer-based exam consisting in a slot of questions, provided through the Blackboard platform, aimed at assessing the proper acquisition of programme content (points 1 and 2). The exercise test is preparatory for the single-subject Hispanic-American Language and Literature 1 exam.

Attending students will be expected to carry out in-depth work (individual or group).

***NOTES AND PREREQUISITES***

Knowledge of Spanish is a useful prerequisite for proper holding of lessons. The lessons and the exam are held in Spanish.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.

**Hispanic-American Literature 2 Practical Classes**

Dott.ssa Carla García

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The contents of the programme complement Prof.ssa Michela Craveri’s single-subject course, Hispanic-American Language and Literature **2.**

Through the study of authors and the analysis of significant texts, the course intends to offer an overview of literary production in Latin America from the end of the 19th century to the 20th century. The texts will be analysed and contextualised in the framework of the evolution of the historical and literary context, and the main functions and characteristics of each text will be identified. At the end of the course, students will have acquired the necessary tools for the understanding of the dynamics which characterise the evolution of Hispanic-American literature in the indicated period. At the end of the course, students will be capable of setting authors, texts and literary periods within the historical and literary evolution of Hispanic-American literature, of classifying texts and authors on the basis of their most distinguishing stylistic and thematic characteristics, of proving that they have understood the content of the texts, providing, when requested, a critical commentary on those texts.

***COURSE CONTENT***

1. *Reading and analysis of the following works:*

* José Martí (1853 - 1895) “Prólogo al poema del Niágara”,“Versos sencillos”, “Nuestra América”*.*
* Rubén Darío (1867 - 1916), *Prosas Profanas*, *Cantos de vida y esperanza*.
* César Vallejo (1892 - 1938), *Los heraldos negros*, *Trilce*.
* Vicente Huidobro (1893 - 1948), *Altazor*.
* Borges (1899 - 1986), *Ficciones*.
* *Manifiestos, proclamas y polémicas de la vanguardia literaria hispanomericana*, Nelson Osorio.

Selection of texts in provided reading MATERIAL.

*2. Full reading and commenting of the following work:*

* Alejo Carpentier (1904 - 1980), *El reino de este mundo*, Barcelona: Planeta, 2015

***READING LIST***

In addition to the full reading of the text indicated at point 2., reading material is available for students on Blackboard and at the photocopying laboratory.

The following are also recommended for in-depth reading:

* G. Bellini, *Historia de la literatura hispanoamericana*, Madrid, Castalia, 1997.
* J. M. Oviedo, *Historia de la literatura hispanoamericana*, Madrid, Alianza Editorial, 2001, vol. 2, 3 and 4.
* M. Suárez, *La América real y la América mágica a través de su literatura*, Salamanca, Ediciones Universidad de Salamanca, 1996.

***TEACHING METHOD***.

Frontal lectures; group work; complementary material through the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

Continuous assessment, group presentations, computer-based exam. The exercise test is preparatory for the single-subject Hispanic-American Language and Literature 2 exam. Attending students will be expected to carry out in-depth work (individual or group). The exam will be computer-based: students will have to reply to a slot of questions, provided through the Blackboard platform, aimed at assessing proper acquisition of programme content (points 1 and 2).

***NOTES AND PREREQUISITES***

Knowledge of Spanish is a useful prerequisite for proper holding of lessons. The lessons and the exam are held in Spanish.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.