

## Special Topics: Contemporary Spanish-American Literature (A004224)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0** **Study time 150 h**

**Course offerings and teaching methods in academic year 2024-2025**

A (semester 1)	Spanish	Gent	seminar independent work lecture
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**Lecturers in academic year 2024-2025**

Van Hoey, Eva	LW07	staff member
Logie, Ilse	LW07	lecturer-in-charge

**Offered in the following programmes in 2024-2025**

	<b>crdts</b>	<b>offering</b>
<a href="#">Master of Science in Teaching in Languages(main subject Linguistics and Literature)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature(main subject Dutch - Spanish)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature(main subject English - Spanish)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature(main subject French - Spanish)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature(main subject German - Spanish)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature(main subject Iberian-Romance Languages)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature(main subject Latin - Spanish)</a>	5	A
<a href="#">Exchange Programme Linguistics and Literature</a>	5	A

**Teaching languages**

Spanish

**Keywords**

Literature, society, Latin-American, contemporary, multilingualism, text analysis.

**Position of the course**

The acquisition of advanced, theory-based insights in contemporary Latin American literature, with a special emphasis on textual analysis and literary sociology.

Exchange students can follow this course. Knowledge of Spanish is required; no knowledge of Dutch is required.

**Contents**

### **Writing between languages: translingual poetics in contemporary Latin American Literature**

This course focuses on the significance of multi- and translingualism in contemporary Latin American literature. After a conceptual introduction on topics such as "mother tongue" and terminological issues, we will present several case studies featuring literary texts authored by Latin American writers or writers of Latin American descent. These contemporary texts express tensions between Spanish and other languages.

It is known that the colonisation that shaped present-day Latin America involved a large-scale translation operation of indigenous languages and cultures, with European languages such as Spanish and Portuguese being imposed on the population. These European languages played a unifying role in the formation of the independent republics. However, in the 20th century, the assumption of a 'mother tongue' became increasingly questioned by modern authors such as Jorge Luis Borges, José María Arguedas or Manuel Puig. After the turn of the century, due to widespread processes of exile, migration and globalization, literary multi- and translingualism became ever more important, as evidenced by the trajectories of authors such as Fabio Morábito, Lina Meruane or Sylvia Molloy.

The course is conceived as a seminar in which we delve into the various factors contributing to

language combination or the switching of languages. Some of these practices are a consequence of political traumas caused by military dictatorship (e.g. Laura Alcoba, Paloma Vidal). Others emerge within contexts of unequal power relations ("glottopolitics"), where Spanish may serve as the colonial language among authors of indigenous communities (e.g. Daniela Catrileo, of mapuche descent), or where Spanish, in turn, faces the imperialism of English (e.g. in hybrid writings about the Mexico-US border, as in Yuri Herrera). The use of multilingualism can also be indicative of cosmopolitanism, being employed as a means to integrate into World Literature (as exemplified by the work of Valeria Luiselli). Furthermore, we will examine what role each language plays within a specific work or an author's body of work. How do languages influence the construction of identity and evoke affect, as evidenced in significant scenes, recurrent themes or stylistic preferences? We also aim to identify recurrent patterns in author's use of multilingualism: do they maintain distinct languages, engage in self-translation, or blend languages within a single text through code-switching? Finally, we will turn our gaze to the future. Is Latin American literature evolving towards a "postmonolingual paradigm", as suggested by Yasemin Yildiz in the context of the German case? Or does the structural use of multiple languages still conflict with the norms of the literary market (Brian Lennon)?

### **Initial competences**

Students must be highly proficient in Spanish (at least level B2). They must be familiar with the Latin American context, with the most important contemporary Latin American authors and with literary-analytical methods.

### **Final competences**

- 1 to have excellent knowledge of (several varieties of) Spanish and the ability to fluently apply this language in various situations (level C1).
- 2 to have in-depth academic understanding of the characteristics of literary texts and of the way literature operates, more particularly, contemporary Latin American literature; to gain insight in certain topics of multilingualism.
- 3 to gain insight in the cultural and social context of the analyzed Latin writers and their poetics; to problematize and broaden the very notion of 'Latin American literature'.
- 4 be able to actively and critically evaluate literary theories and methods and to begin to use them in addressing new problems.
- 5 be able to formulate and to answer independently original research questions relating to contemporary Latin American literature
- 6 to have an intellectual curiosity and a lifelong commitment to learning
- 7 to be able to present research orally and in writing in an academically responsible form.
- 8 to be able to use digital technologies, including generative AI, in academic writing in a responsible way.
- 9 to be able to discuss complex problems, related to contemporary literature, in fluent spoken and written Spanish.
- 10 to be able to collect and situate both analog and digital sources of information in a structured manner. To be capable of critically assessing those sources for relevance, reliability, and validity.

### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar, Lecture, Independent work

### **Extra information on the teaching methods**

On campus classes. Concepts can be offered by short audio/video clips. The students are encouraged to search for answers to the research questions that are presented at the beginning of the course and to participate in discussions in the (physical or virtual) classroom. They are expected to come to class having done the assigned reading and are also supposed to track the questions and problems that the texts arise in online interaction on Ufora. The students may have to attend lectures on Latin America and/or Contemporary Literature and/or multilingualism related to the course topics. This course is based on the responsible use of generative AI. During the course will be

explained what this means.

### **Study material**

Type: Slides

Name: Escribir entre lenguas: poéticas translingües en la literatura latinoamericana contemporánea

Indicative price: Free or paid by faculty

Optional: no

Language : Other

Available on Ufora : Yes

Type: Reader

Name: Escribir entre lenguas: poéticas translingües en la literatura latinoamericana contemporánea

Indicative price: Free or paid by faculty

Optional: no

Language : Other

Available on Ufora : Yes

Online Available : No

Type: Other

Name: Additional reading list

Indicative price: € 25

Optional: no

Language : Other

Available on Ufora : No

Available in the Library : Yes

Additional information: To be announced on Ufora

### **References**

The bibliography is included in the reader.

### **Course content-related study coaching**

Communication on aims and assignments via Ufora.

Individual feedback during presentations and by appointment.

### **Assessment moments**

continuous assessment

### **Examination methods in case of periodic assessment during the first examination period**

### **Examination methods in case of periodic assessment during the second examination period**

### **Examination methods in case of permanent assessment**

Participation, Presentation, Peer and/or self assessment, Assignment

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

### **Extra information on the examination methods**

Non-periodic evaluation: All students participate actively in the course. They participate in the online interaction on Ufora (= they post questions, discuss, write mini-papers) and in the class. In the final paper, each student selects and analyses a text not discussed in class (after consultation with the instructor) engaging with key concepts and ideas from the course. The various phases of the thinking and writing process are documented in a logbook. If generative AI is used, this must be explicitly indicated. The paper is also presented orally in a presentation. Non-participation in one of the components will result in a fail for this part of the evaluation.

Insufficient oral or written language skills can cause the student to fail.

Students who fail can rework their paper between the first and the second exam periods. There is no second chance for 'participation'.

### **Calculation of the examination mark**

60% of the final mark depends on the assignment while 40% focuses on participation and the process

### **Facilities for Working Students**

Facilities:

1 Student attendance of at least half of the lectures is required

2 Individual feedback can be given