Introduction to Spanish Literary and Filmic Genres

Course description and objectives: The objective of this course is to offer an overview of 20th and 21st-century Spanish literature and film through different genres. The selected works provide an array of genres and perspectives that reflect the cultural, historical, and socio-political aspects of each period.

Expectations: By exploring and discussing these literary and filmic texts, students will obtain both an understanding of the literature and cinema of Spain in the modern and contemporary eras, in addition to the cultural and historical context in which they evolved. Students will be able to differentiate between the different literary and filmic genres and the formal and cultural implications of each particular work. They will develop an awareness and knowledge of critical and rhetorical or technical terminology appropriate for each discipline. They will be able to critically analyze literature and film, as well as collaborate and give constructive feedback to their peers.

Course Requirements:
Class Attendance and Participation 15%
*Blog/Computer-Mediated Analysis/Review (3 entries) and Peer Response (3 entries) 20%
Midterm Exam 10%
Short Essay (3-5 pages) 10%
** Mashup 10%
** Presentation and Implementation of the Mashup task 10%
Final Essay (10-12 pages) 25%

*The course will incorporate a learning blog or other computed-mediated platform only accessible to the members of the class. Students will write short analyses and reviews, and provide responses to their classmates’ comments (150-250 words per entry). Each student will have written a total of six entries by the end of the semester.

** Students will create a Mashup (Michigan State University provides a free and user-friendly system Rich Internet Application at http://store.clear.msu.edu/Products/view/32) integrating text and video of their own creation. The Mashup will be composed of a video interpretation or adaptation of a text (1-3 minutes long), a task designed by students for their peers relating to this literary or filmic text (10-15 minutes) and a written response (600 words). I will provide models and samples before this requirement is due. The presentation and implementation of the Mashup task will be scheduled throughout the semester and the final version of the Mashup will be turned in at the end of the semester.

Course Content:
Introduction: On origins
Class 1:
Free-writing activity in class: What are the differences and similarities between a literary and filmic work? What are the characteristics of each discipline?
Reading in class: “¿Cómo nace un texto?” by Jorge Luis Borges.
Watching in class: “La barba rebelde” (1905) by Segundo de Chomón.
Google-docs outline. Los diferentes tipos de género y sus características. Computer-mediated synchronous task: interactive and collaborative design of an outline by students working in groups.
Tanya Romero-González

Syllabus

20th century

I. Spain and the Avant-garde

- Class 2:

- Class 3:

- Class 4:

II. Realism(s) preceding the Spanish Civil War

- Classes 5 and 6:

- Classes 7 and 8:
  Play. *La casa de Bernarda Alba* (1936) by Federico García Lorca.

III. Realism(s) after the Spanish Civil War

- Classes 9:
  Short story. “Sansón García, fotógrafo ambulante” (1944) by Camilo José Cela.

- Class 10:
  Film. *La caza* (1965) by Carlos Saura, Higson’s “The Concept of National Cinema.”

IV. Poetry by Women

- Class: 11:

V. Representations of the Family during and after the “Transición”

- Class 12 and 13:

- Class 14 and 15:
  Film: *Todo sobre mi madre* (1999) by Pedro Almodóvar, Garlinger’s “All about Agradó.”

21st century

VI. Re-imagining the Spanish Civil War

- Class 16, 17 and 18:
VII. Nationalisms
- Class 19:
  **Documentary film:** *La pelota vasca: La piel contra la piedra* (2003) by Julio Medem.

VIII. Women Reflecting on Women and Society
- Class 20:
  **Film:** *Te doy mis ojos* (2003) de Icíar Bollaín.

- Class 21:
  **Between the review, (auto)biography and essay.** *La ridícula idea de no volver a verte* (2013) by Rosa Montero.

IX. Conclusions and Recapitulation
- Class 22:
  Review in class of the Google-docs outline prepared the first day of class: Los diferentes tipos de género y sus características. Computer-mediated Synchronous task: Interactive and collaborative design of an outline by students working in groups.

**Resources (Required secondary readings are indicated with an asterisk. A course packet including these texts and other primary texts will be available for students):**


