



UNIVERSIDAD
DE GRANADA



CENTRO DE
LENGUAS
MODERNAS

HISPANIC STUDIES COURSE (CEH)

LITERATURE

LIFE WRITTEN BY WOMEN IN LATIN

AMERICA

LIFE WRITTEN BY WOMEN IN LATIN AMERICA

GENERAL DESCRIPTION

Life Written by Women in Latin America is a journey through Latin American literature written by women from the 17th century to the end of the 20th century. The objective is to achieve a basic knowledge of the main Latin American writers from Sor Juana Inés de la Cruz to Rosario Castellanos. Through the analysis of their texts, the class will study how their surroundings affected them, the limitations for being women, the demands and consequences they suffered for it, the vision of the political and social reality that they had to live, etc.

CONTENTS

THEORETICAL AGENDA:

- Unit 1: Sor Juana Inés de la Cruz. The place of women in colonial Spain.
- Unit 2: Juana Manuela Gorriti. The role of women in the independence of the 19th century.
- Unit 3: Alfonsina Storni. The women's revolution at the beginning of the 20th century.
- Unit 4: Rosario Castellanos. Women at the end of the 20th century: divorces, public work, etc.

PRACTICAL AGENDA:

- Unit 1: Text: Athenagoric Letter, analysis of several poems and analysis of the play *Los empeños de una casa*.
- Unit 2: Articles on the role of women in the independence of the 19th century. Stories and articles by the author.
- Unit 3: Text: Poems and journalistic articles by the author.
- Unit 4: Woman who knows Latin... and Cooking lesson.

METHODOLOGY

All CLM classes follow the integration of skills, student involvement in tasks, group dynamics and pragmatic and socio-cultural value of the topics. Homework must be oriented towards the integration of the student in an immersion situation in addition to work staff.

This subject is designed under the CLIL approach: Content and Language Integrated Learning Foreigner.

In this subject the fundamental core of the work is the texts. For this reason, the class

METHODOLOGY

structure starts with theoretical information about the author and the era and moves on to class work based on texts.

The work on the texts is structured into: reading, vocabulary, group and individual analysis, class commentary and discussion of the texts

EVALUATION

To have the right to be evaluated, attendance at 80% of the classes is mandatory.

Assessment:

- Active participation and completion of tasks: 50%
- Final project: 50%

BIBLIOGRAPHY

Required readings related to Latin American literature:

- Encina, Ángeles y Valcárcel Carmen (eds 2009): *Escritoras y compromiso. Literatura española e hispanoamericana de los siglos XX y XXI*. Madrid: Visor.
- Fuentes, Carlos (2011): *La gran novela latinoamericana*. Madrid: Alfaguara.
- Grünfeld, Mihaig (1995): *Antología de la poesía hispanoamericana*. Madrid: Hiperión.
- Lledó, Emilio (2000): *El surco del tiempo*. Barcelona, Crítica.
- Obligado, Clara (ed.2001): *Por favor, sea breve, Antología de relatos hiperbreves*. Madrid: Páginas de Espuma.
- Obligado, Clara (ed.2009): *Por favor, sea breve 2. Antología de microrrelato*. Madrid: Páginas de Espuma.
- Oviedo, José Miguel (1997): *Historia de la literatura hispanoamericana*. Madrid: Alianza Editorial.
- Rodríguez, Juan Carlos y Salvador, Álvaro (1985): *Introducción al estudio de la literatura hispanoamericana*. Granada: Akal.
- Serrano, Marcela (2011): *Diez mujeres*. Madrid: Alfaguara.
- VVAA: *La vida escrita por las mujeres*, Edición de Anna Caballé, Lumen, 2006.

Related to CLIL:

- Borg, S. (2013). *Teacher research in language teaching. A critical analysis*. Cambridge. U.K. Cambridge University Press.
- Coyle, D. Hood, P. and Marsh, D. (2010) *CLIL -Content and Language Integrate Learning*. Cambridge. Cambridge University Press.
- Crandall, J. (2012) "Content-based language teaching". In Burns, A, Richards, JC. *The Cambridge Guide to Pedagogy and Practice in Language Teaching*. New York. Cambridge University Press, 140-60



BIBLIOGRAPHY

- Engeström, Y. and Samino, A. (2010) "Studies of expansive learning: foundation, finding and future challenges". *EducationalResearchReview*5:1-24.
- Llovet Vilá, X (2016) "Language teacher Cognition and Practice about a Practical Approach. The teaching of speaking in The Spanish as a Foreign language Classroom in Norwegian Lower Secondary schools."
- University of Bergen. Dissertation for the degree of philosophiae doctor (PhD). Lyster, R. (2018). *Content-Based Language Teaching*, London and NYC: Routledge.
- Ogilvie, G. y W. Dunn (2010). "Taking teacher education to task exploring the role of teacher education in promoting the utilization of task based language teaching", *Language Teaching Research*, April 2010, 14.
- Richards, J.C. (2013) "Curriculum Approaches in Language Teaching: Forward, Central and Backward Design" *RELC Journal* 44.1: 5-33.
- Rosales Varo, F. (2012). "The Pragmatic and Affective Dimension in Teaching Spanish as Second Language A Humanistic Approach" in *Methodological developments in Teaching Spanish as a Second Language* Cambridge: Cambridge University.
- Stoller, F. (2004) *Content-based instruction in Foreign Language Education. Models and Methods*, Georgetown: Georgetown University.