



UNIVERSIDAD
DE GRANADA



CENTRO DE
LENGUAS
MODERNAS

INTENSIVE SPANISH LANGUAGE AND CULTURE COURSE
(CILYC)

LITERATURE - 45 HOURS

SPANISH LITERATURE, FANTASTICAL
LITERATURE AND MAGICAL REALISM

SPANISH LITERATURE, FANTASTICAL LITERATURE AND MAGICAL REALISM

GENERAL DESCRIPTION

In this course, students will study the major developments in Spanish Literature from the Mid-Nineteenth Century to the Present. The course begins with an introduction to the historical and social contexts that will enable students to contextualize literary texts. Students will then read and analyze key authors and representative works from this period, allowing the theoretical framework to be explored through close textual analysis.

The second part of the course introduces *Literatura Fantástica* and the so-called *Realismo Mágico* in Spanish and Latin American narrative from the eighteenth century to the present. Throughout the course, students will examine the historical, social, and cultural contexts that shaped the evolution of these literary traditions in Spain and Latin America. They will also explore major critical and theoretical approaches, as well as the formal and stylistic characteristics of these narrative modes, through the analysis of representative literary texts.

CONTENTS

Spanish Literature

- Topic 1. Spanish *Romanticismo*: Mariano José de Larra, José de Espronceda, Gustavo Adolfo Bécquer, and José Zorrilla
- Topic 2. Spanish *Realismo*: Leopoldo Alas “Clarín” and Benito Pérez Galdós
- Topic 3. Spanish Literature at the Turn of Two Centuries: *Modernismo* and the *Generación del 98*
- Topic 4. Spanish Literature in the First Third of the Twentieth Century: the *Generación del 14*, the *Vanguardias*, and the *Generación del 27*
- Topic 5. Spanish Literature in the Postwar Years (1940s and 1950s)
- Topic 6. Spanish Literature in the 1960s and 1970s
- Topic 7. Spanish Literature from the Transition to Democracy to the Present

Fantastic Literature and Magical Realism

- Introduction: social, historical, and cultural contexts that in the eighteenth century shaped the development of fantastic literature
- Formal and thematic characteristics of fantastic literature
- The fantastic as a genre (Tzvetan Todorov, Italo Calvino, Lucio Lignani)
- The fantastic as a narrative mode (René de Bessière, David Roas, Remo Ceserani)
- The fantastic as a theoretical link: approaches from cognitive narratology and Freud’s concept of the *Unheimlich*
- Thematic elements and formal and stylistic features of fantastic literature: dreams; the *doppelgänger*; metamorphoses; and alternative worlds

Practical Syllabus

- Evolution of fantastic literature in the first half of the twentieth century
- Development of fantastic literature and its incorporation into the Latin American literary tradition: Leopoldo Lugones, Jorge Luis Borges, Adolfo Bioy Casares, Silvina Ocampo, Julio Cortázar, Cristina Peri Rossi
- Fantastic literature and magical realism in Latin American traditions: Arturo Uslar Pietri, Miguel Ángel Asturias, Alejo Carpentier, María Luisa Bombal, Juan Rulfo,

Gabriel García Márquez, Elena Garro, Luis Britto García, Rosario Ferré, Mireya Robles, Felipe Montes

- Spanish literary tradition of fantastic literature from the 1950s to new generations of writers: *Gonzalo Torrente Ballester, Alfonso Sastre, Rosa Chacel, Max Aub, Antonio Fernández Molina, Javier Tomeo, José María Merino, David Roas, Cristina Fernández Cubas, Carlos de la Fé, Miquel de Palol, Manuel Moyano, Ángel Olgoso*

METHODOLOGY

As in all courses offered by the CLM, instruction follows an integrated-skills approach that emphasizes student engagement in learning activities, group dynamics, and the pragmatic and sociocultural value of the topics covered. Homework assignments are designed to promote students' integration into the immersion environment while also fostering independent study.

In this course, literary texts constitute the core of instruction. Accordingly, each class begins with a theoretical introduction to the author and the historical and literary period, followed by in-class analysis of the assigned texts.

Text-based instruction is organized around the following stages: reading, vocabulary development, group and individual analysis, in-class textual commentary, and discussion of the texts.

EVALUATION

Active participation in class, online discussion forums, text commentaries, supplementary assignments, and other activities assigned throughout the course: **15%**

End-of-unit assignments: **20%**

Final project: **15%**

Final exam (theoretical questions and a commentary on a literary text analyzed in class): **50%**

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- BLANCO AGUINAGA, C., et al. (1988). *Historia social de la literatura en lengua castellana*. Castalia, Madrid.
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 - MORALES BENITO, Lidia. (2011). "La búsqueda de una nueva verosimilitud: literatura neofantástica y patafísica." *Carnets III, L'(in)Vraisemblable*, 131–146.
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