

PROGRAMA PUENTE

Environment, Politics and Identity in Argentine Fiction

Class Meeting Information

Course Description

The course is structured in reverse chronology, beginning in the present era and working our way backwards to the epic *Martín Fierro*. We will look at how the dynamic triangle of Environment, Politics and Identity manifests itself in Argentine Literature. We begin with a look at contemporary Argentine fiction and an introduction to the culture and then consider Sábato's influential *the Tunnel* and Cortázar's enigmatic *Hopscotch*. We then turn to some of the major literary movements in Argentina during the 20th Century with an in depth analysis of the works of Jorge Luis Borges. Then we will focus on differences between European Modernism and South American Modernismo in Argentine fiction with the celebrated writers of Leopoldo Lugones and Horacio Quiroga. Lastly, we read and discuss the highly influential national epic poem *Martín Fierro* in translation.

Prerequisites — Classes or Knowledge Required for this Course

No Previous Knowledge is Required for this course.

Course Objectives

At the end of this course, students will be able to:

- Understand, appreciate and discuss works of Argentine Literature through our close readings and discussion of the works chosen.
 - Analyze and write about works of fiction developing ideas about plot structure, setting, characterization, theme and narrative point of view
 - ~~Develop an understanding of the critical analysis of Argentine Literature and its place in narrative history~~
 - Demonstrate an understanding of Argentine Fiction through applied critical skills in writing practice.
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Course Text or Online Resources

The texts for this course are:

- *Aira, César. An Episode in the Life of a Landscape Painter*
- *Sábato, Ernesto. The Tunnel*
- *Cortázar, Julio. Hopscotch*
- *Borges, Jorge Luis. Selected Short Stories*
- *Lugones, Leopoldo. Handouts*
- *Quiroga, Horacio. Selected Short Stories*
- *Handouts*
- *Hernández José. Martín Fierro*

Optional Text Resources (which may be assigned by your instructor):

- Obligatory Online Participation through the platform supplied by the University

Evaluation and Grading

Evaluation of Student Performance

Classroom Participation/Attendance	5%
Paper 1 (1 page)	15%
Paper 2 (3 pages)	20%
Paper 3 (5 pages)	35%
Final Exam	25%
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	100%

Grading Scale

A	=	93%	–	100%
A-	=	90%	–	92%
B+	=	87%	–	89%
B	=	83%	–	86%
B-	=	80%	–	82%
C+	=	77%	–	79%
C	=	73%	–	76%

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C-	=	70%	-	72%
D+	=	67%	-	69%
D	=	63%	-	66%
D-	=	60%	-	62%
F	=	59% or less		

Code of Conduct

All participants in the course are bound by the Universidad de Congreso, found at <http://www.ucongreso.org/institucional/la-universidad/bienvenida>

Netiquette

When we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email or telephone. Our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.

Academic Honesty Policy

The University is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity. As members of the academic community, faculty, students, and administrative officials share responsibility for maintaining this environment. It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Academic dishonesty is unacceptable and will not be tolerated at the Universidad de Congreso. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles.

If students who knowingly or intentionally conduct or help another student perform dishonest conduct, acts of cheating, or plagiarism will be subject to disciplinary action at the discretion of Universidad de Congreso.

Course Outline

Lesson 1 - Orientation Week (First Week of Course)

Orientation Week Objectives:

- Navigate around the course site
- Describe the contents of the course syllabus
- Introduction to Hispanic American Literature and Argentine Literature
- Discussion about Canon and Argentine Canon

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Lesson 2 – 21st Century Literary Fiction – César Aira – An Episode in the Life of a Landscape Painter

- **Lesson Learning Objectives:**
 - Close reading of text. Begin literary discussion and focus
- **Method(s) of Instruction:**
 - Lecture / Classroom Discussion

Lesson 3– Literary Vocabulary - plot structure, setting, characterization, theme and narrative point of view

- **Lesson Learning Objectives:**
 - Acquisition of Vocabulary and Key Concepts
- **Method(s) of Instruction:**
 - Handouts
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Lesson 4 – Argentinean “Baroque” Fiction/ Argentina and Psychology

Readings: Ernesto Sábato – The Tunnel

- **Lesson Learning Objectives:**
 - A look at Buenos Aires and how psychology plays a role in 20th Century Argentine Culture
- **Method(s) of Instruction:**
 - Lecture / Classroom Discussion

Lesson 5 – Cortázar’s Game – Hopscotch (1) **1 PAGE PAPER DUE***

Latin American Boom, Cortázar and Argentina

Readings: Selections from Hopscotch

- **Lesson Learning Objectives:**
 - Brief biography of Cortázar/ Short Stories and time in Mendoza
 - Intro. to Hopscotch
- **Method(s) of Instruction:**
 - Lecture / Classroom Discussion
 - Online/ Moodle Exercises

Lesson 6 – Cortázar’s Game – Hopscotch (2)

Latin American Boom, Cortázar and Argentina

Readings: Selections from Hopscotch

- **Lesson Learning Objectives:**
 - Continued understanding Hopscotch – Multi-layered Narrative
- **Method(s) of Instruction:**
 - Lecture / Classroom Discussion
 - Online/ Moodle Exercises

Lesson 7 – Citations and How to Write a Literary Report Part I

- **Lesson Learning Objectives:**
 - Acquisition of Vocabulary and Key Concepts
- **Method(s) of Instruction:**

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- Moodle Exercises
- Handoyt
- Lecture/ Classroom Discussion

Lesson 8 – Borges and Translation – Joyce’s Ulysses and its Influence -

- **Readings: Borges’ Short Stories, “The Immortal” and “Funes, the Memorious”**
- **Lesson Learning Objectives:**
 - Influence of *Ulysses* in S. America
 - Borges’ short stories
- **Method(s) of Instruction:**
 - Lecture / Classroom Discussion

Lesson 9 – Borges, Argentina and the European Tradition

- **Readings: Borges’ Short Stories, “the South”, “Pierre Menaurd, Author of the Quixote”, “The Argentine Writer and Tradition”**
- **Lesson Learning Objectives:**
 - Continued talk of Argentine Canon
 - Borges’ short stories
- **Method(s) of Instruction:**
 - Lecture / Classroom Discussion

Lesson 10 – Borges and Labyrinths – Interwar Buenos Aires – Borges as Poet ***3 PAGE PAPER DUE***

- **Readings: Selected Poetry, “Garden of Forking Paths”, “The Aleph”, “The Library of Babel”**
- **Lesson Learning Objectives:**
 - Defining literature for Borges
 - A close reading of Short Stories
- **Method(s) of Instruction:**
 - Lecture / Classroom Discussion
 - Moodle Exercises

Lesson 11 - How to Write a Research Paper Part II

- **Lesson Learning Objectives:**
 - Acquisition of Vocabulary and Key Concepts
- **Method(s) of Instruction:**
 - Handouts
 - Lecture/ Classroom Discussion

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Lesson 12 – Leopoldo Lugones – National Argentine Poets and French Symbolism – Latin American Modernismo

- **Readings: Selected Poetry**
- **Lesson Learning Objectives:**
 - Argentine Poetry
 - A contrast between Modernism and Modernismo
- **Method(s) of Instruction:**
 - Lecture / Classroom Discussion
 - Moodle Exercises

Lesson 13 – Horacio Quiroga – Literature from the Interior of Argentina – Roots of Magic Realism

- **Lesson Learning Objectives:**
 - Defining Magic Realism
 - A close reading of Quiroga's short stories
- **Method(s) of Instruction:**
 - Lecture / Classroom Discussion
 - Moodle Exercises

Lesson 14 – José Hernández – Martín Fierro – Argentina and the Epic Tradition ***5 PAGE PAPER DUE***

- **Lesson Learning Objectives:**
 - What is a national epic?
 - Literature in Translation
- **Method(s) of Instruction:**
 - Lecture / Classroom Discussion
 - Moodle Exercises

Lesson 15 – Conclusions

- **Lesson Learning Objectives:**
 - Concluding Remarks
- **Method(s) of Instruction:**
 - Lecture / Classroom Discussion