

Course Title (English)	Life Written by Women: Latin American Female Writers from the 17th to the 20th Centuries
Academic Institution	University of Granada (UGR)
City	Granada
Country	Spain
Course Title (Spanish)	La vida escrita por las mujeres: escritoras hispanoamericanas del S.XVII al S.XX
Course Number	CEH 345
Sessions (Terms)	Semester
Instructional Language	Spanish
Contact Hours	45
Credits (semester credits)	3
Credits (quarter units)	4.5
Prerequisites	Advanced Spanish II
Track	CEH (Hispanic Studies)

Course Description	The life written by women in Spanish America is a journey through Spanish American literature written by women from the 17th century to the end of the 20th century. All this with the aim of achieving a basic knowledge of the main Spanish-American writers from Sor Juana Inés de la Cruz to Rosario Castellanos. Discovering in this journey the place that was imposed on them, the limitations of being women, the demands and the consequences that they suffered for it, the vision of the political and social reality that they had to live, etc. All this through their own texts, those that have come down to us.
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Course Content	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 XIX 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. Texts: PRACTICAL AGENDA: Unit 1: Text: Carta Atenagórica, 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 XIX
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century. Stories and articles by the author.

Unit 3: Text: Poems and newspaper articles by the author.

Unit 4: Mujer que sabe latín... y Lección de cocina.

Methodology

All CLM classes follow the integration of skills, student involvement in tasks, group dynamics, and the pragmatic and sociocultural value of the topics. The homework must be oriented to the integration of the student in an immersion situation in addition to personal work.

This subject is designed under the CLIL approach: Integrated Learning of Contents and Foreign Language.

In this subject the fundamental core of the work are the texts. For this reason, the class is structured based on some theoretical information about the author and the time to move on to class work on the texts.

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

Assessment

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

Assessment:

1. Active participation and completion of tasks: 50%
2. Final project: 50%

Bibliography

Related to Spanish 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 microrrelatos, 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 AICLE:

- 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
- Engeström, Y. and Samino, A. (2010) “Studies of expansive learning: foundation, finding and future challenges”. EducationalResearchReview5:1-24.
- 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 asSecond Language A Humanistic Approach” in Methodological developments in Teaching Spanish as a Second Language Cambridge:CambridgeUniversity.
- Stoller, F. (2004) Content-based instruction in Foreign Language Education. Models and Methods, Georgetown: GeorgetownUniversity.