

University of Western Ontario  
Department of Modern Languages and Literatures  
Hispanic Studies  
*Fiction in Hispanic American Children's Literature*  
**Sp2904B / Winter 2017/2018**



<https://goo.gl/images/9LpsJs>

**Course Instructor:** Ana Gonzalez

**Course credits:** 0.5

**Email:** [agonza6@uwo.ca](mailto:agonza6@uwo.ca)

**Office:** AHB 3B07

**Class schedule:** Tuesdays 10:30 am to 12:30 pm, and Thursdays from 10:30 am to 11:30 am.

**Office hour:** to be announced

### **Course Description**

This course provides an approach to Hispanic American Children's Literature, and an analysis of its origins and characteristics through the study of this literary field in Hispanic American countries such as Chile, Mexico, Venezuela, Cuba and El Salvador. With this selection of countries, it will be possible to comprehend how diverse and yet particular this literature thought for children is, by means of analyzing narrative texts and poetry produced in different social and historical contexts between the XIX century to the present.

### **Course Learning Outcomes**

At the end of this course, as a successful student, you will be able to:

1. Define the most relevant concepts related to Hispanic American Children's Literature by illustrating them using their own examples.

Demonstrated, in part, through:

- In-class activities.
- Weekly reflections in online blog.

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| <p>2. Develop a critical thinking to discover the cultural wealth and the diversity in the topics covered by children's literature through the design of a puppet theater.</p>                       | <ul style="list-style-type: none"> <li>• CEL project.</li> <li>• Oral presentation.</li> </ul>  |
| <p>3. Employ your individual creativity in the production of illustrations or texts taking into account the child as a reader or recipient.</p>  | <ul style="list-style-type: none"> <li>• Creative twist project.</li> <li>• CEL project.</li> </ul>   |
| <p>4. Use and develop oral, reading, and comprehension skills in Spanish by planning a storytelling activity for children and presenting it to the class.</p>  | <ul style="list-style-type: none"> <li>• In-class activities.</li> <li>• Oral presentation.</li> <li>• CEL project.</li> </ul>  |
| <p>5. Examine possible functions of Children's Literature in Hispanic America according to the time frame when they were produced, through an active discussion in class and in the online blog.</p> | <ul style="list-style-type: none"> <li>• In-class activities.</li> <li>• Oral presentation.</li> <li>• Weekly reflections in online blog.</li> </ul>                            |
| <p>6. Compare possible functions of Children's Literature in Hispanic America and Canada by describing similarities and differences found in the readings and in the storytelling activity.</p>      | <ul style="list-style-type: none"> <li>• Creative twist project.</li> <li>• CEL project.</li> <li>• Oral presentation.</li> <li>• Weekly reflections in online blog.</li> </ul> |

### **Pre-requisite**

Students who would like to take this course must be undergraduate students who have approved either of the following courses: Spanish 2200, 2200W/X, or Spanish 020W/X, with a minimum of 60%, or with the permission of the Department of Modern Languages and Literatures. This course will be conducted in Spanish, and it is expected for students to be able to participate in evaluations and discussions.

### **List of readings**

The majority of the texts will be available online and will be posted in OWL, or could be found in the library. Please see the attached detailed list of readings and bibliography.

## Course Assessments

Attendance and Participation (20%): It is expected that students participate actively, demonstrating interest and a critical analysis of the assigned readings. The narrative texts must be read before coming to class. It is also expected that students attend classes regularly to achieve the course learning outcomes, unless there are medical reasons that prevent students from attending. In the case students cannot attend class, it will be their responsibility to review the material discussed in class and submit assignments on their due date. Students must notify the instructor about absences as soon as possible via email.

Weekly Reflections in Online Blog (20%): This course counts with an online blog in which students will write their reflections of their learning, using the content from assigned readings and the class discussion during that week. Each entry should be posted after the second class of the week. Students are free to share videos and links related to the topic being discussed. Additionally, students must comment on at least one of their peer reflections in the blog.

Creative Twist Project (15%): Each student will choose a short story from the assigned reading list. Once the reading has been selected, each student will select one of the following options:

- a. Re-write the story from the perspective of one of the secondary characters.
- b. Authentically illustrate the story.

Community Engaged Learning Project (30%): with the support of The Student Success Centre of Western University, and working in conjunction with the organizers of the Ontario Early Years Program, students will work in groups to create a puppet theater and organize a storytelling activity. The puppet theater will be presented as the final project in week 12 to children who visit the Ontario Early Years Program, while the storytelling activity will take place weekly in the same program. There is also a written project that must describe the theme of the puppet theater and a script that will be created by the group. The duration of the puppet theater will be no more than 5 minutes. Students will also create their own puppets and a setting for the presentation of the puppet theater. The story in the storytelling and the script will be previously reviewed by the course instructor and the supervisor of the Ontario Early Years Program. The grade will be divided in two: 15% will be assessed through a bimonthly report that students have to complete in the web application of the CEL program of Western University “myEL.uwo.ca”; the remaining 15% will be assessed the day that the puppet theater takes place.

Oral Presentation (15%): Each group will organize a presentation about their work in CEL, where they have to explain a final reflection about their work, as well as limitations and suggestions for future reference. All students must participate in the oral presentation.

### Detailed Course Assessments in Percentage

Attendance and Participation	20%
Weekly Reflections in online blog	20%
Creative Twist Project	15%
CEL Project	30%
Oral Presentation	15%

## Outline of course topics

Module 1. Introduction to Children's Literature	
<b>Week 1</b>	<b>Readings and Activities</b>
Class 1	Introduction and presentation of the course. Introduction to Hispanic American Children's Literature.
Class 2	<ol style="list-style-type: none"> <li>1. Rey, Mario. "Reflexiones acerca de la literatura y la literatura infantil". En <i>Historia y muestra de la literatura infantil mexicana</i> (2000), p. 1-35.</li> <li>2. Cervera, Juan. "Bases para una autoría de la literatura infantil". En <i>Teoría de la literatura infantil</i> (1991), p. 35-59.</li> </ol>
<b>Week 2</b>	
Class 1	<ol style="list-style-type: none"> <li>1. Barker, Marie E. "La literatura infantil en español y su papel en el desarrollo del autoconcepto del niño". <i>Hispania</i> (1982): 269-273.</li> <li>2. Bravo Villasante, Carmen. "La literatura infantil hispanoamericana". En <i>Ensayos de literatura infantil</i> (1989), p. 289-297.</li> <li>3. Presentation about the Community Engaged Learning project.</li> </ol>
Class 2	<ol style="list-style-type: none"> <li>1. Bravo Villasante, Carmen. "Rubén Darío y la literatura infantil". En <i>Ensayos de literatura infantil</i> (1989), p. 193-200.</li> <li>2. Darío, Rubén. "A Don Rubén Darío". En <i>Azul</i>, carta prólogo de Juan Valera (1973), p. 29-45.</li> </ol>

## Module 2. Children's Literature in Chile

<b>Week 3</b>	<b>Readings and activities</b>
Class 1	<ol style="list-style-type: none"> <li>1. Peña Muñoz, Manuel. "Orígenes de la literatura infantil chilena". En <i>Historia de la literatura infantil chilena</i> (2009), p. 13-43, 49-56.</li> <li>2. Peña Muñoz, Manuel. "Las Revistas infantiles". En <i>Historia de la literatura infantil chilena</i> (2009), p. 60-75.</li> <li>3. Peña Muñoz, Manuel. "La literatura infantil chilena entre 1910 y 1920". En <i>Historia de la literatura infantil chilena</i> (2009), p. 79-85.</li> </ol>
Class 2	<ol style="list-style-type: none"> <li>1. Peña Muñoz, Manuel. "La literatura infantil en los años cincuenta". En <i>Historia de la literatura infantil chilena</i> (2009), p. 195-203, 218-234.</li> <li>2. Peña Muñoz, Manuel. "La literatura infantil en los años sesenta". En <i>Historia de la literatura infantil chilena</i> (2009), p. 245-255.</li> </ol>
<b>Week 4</b>	
Class 1	<ol style="list-style-type: none"> <li>1. Laval Alvial, Ramón. <i>Cuentos de Pedro Urdemales</i> (1925), p. 12-21.</li> <li>2. Gutiérrez, Joaquín. <i>Cocorí</i> (1973), p. 9-22.</li> <li>3. Paz, Marcela. <i>Papelucho</i> (1947), p. 7-34</li> <li>4. Brunet, Marta. "Doña Tato". En <i>Montaña adentro y cuentos</i> (1987), p. 71-78.</li> </ol>
Class 2	<ol style="list-style-type: none"> <li>1. Cano, Gabriela. "Gabriela Mistral: la dura lección de que existen patrias". <i>Debate feminista</i> (1996): 133-139.</li> <li>2. Mistral, Gabriela. <i>Cuenta-Mundo</i> (1993), p. 15-23.</li> </ol>

### Module 3. Children's Literature in Mexico

Module 3. Children's Literature in Mexico	
<b>Week 5</b>	<b>Reading and Activities</b>
Class 1	<ol style="list-style-type: none"> <li>1. Rey, Mario. "La herencia de la literatura prehispánica o de las lenguas indígenas". En <i>Historia y muestra de la literatura infantil mexicana</i> (2000), p. 37-47, 50-58, 69-74.</li> <li>2. Rey, Mario. "La literatura infantil en la Colonia". En <i>Historia y muestra de la literatura infantil mexicana</i> (2000), p.77-93, 102.</li> </ol>
Class 2	<ol style="list-style-type: none"> <li>1. Rey, Mario. "La literatura infantil del último siglo del milenio, antes de la Primera Feria del Libro Infantil y Juvenil en 1981". En <i>Historia y muestra de la literatura infantil mexicana</i> (2000), p. 139-146.</li> </ol> <p><b>Entrega del proyecto twist-creativo.</b></p>
<b>Week 6</b>	
Class 1	<ol style="list-style-type: none"> <li>1. Jackson Albarrán, Elena. "'Comino vence al diablo' and Other Terrifying Episodes: Teatro Guiñol's Itinerant Puppet Theater in 1930's Mexico". <i>The Americas</i>. (2011): 355-374.</li> <li>2. Beloff, Angelina. <i>Muñecos animados</i> (1945), p. 165-195.</li> </ol>
Class 2	<ol style="list-style-type: none"> <li>1. Hinojosa, Francisco. <i>A golpe de calcetín</i> (2014).</li> <li>2. Puga, María Luisa. <i>A Lucas todo le sale mal</i> (2014).</li> </ol>

Module 4. Children's Literature in Venezuela	
<b>Week 7</b>	<b>Reading and Activities</b>
Class 1	<ol style="list-style-type: none"> <li>1. Peña Muñoz, Manuel. "Venezuela, una literatura con rostro propio". En <i>Historia de la literatura infantil en América Latina</i> (2009), p. 389-425.</li> <li>2. Dearden, Carmen Diana. "Banco del Libro: The Bearable Lightness of Being There". <i>The Horn Book Magazine</i> (2007): 363-369.</li> </ol>
Class 2	<ol style="list-style-type: none"> <li>3. D'Jesús de Rivas, Digna. "Onza, Tigre y León, revista para la promoción de la lectura en niños y jóvenes venezolanos". FUNDAUPEL. <a href="https://fundaupel.wordpress.com/2015/04/17/onza-tigre-y-leon-revista-para-la-promocion-de-la-lectura-en-ninos-y-jovenes-venezolano">https://fundaupel.wordpress.com/2015/04/17/onza-tigre-y-leon-revista-para-la-promocion-de-la-lectura-en-ninos-y-jovenes-venezolano</a></li> <li>4. Blanco, Yamila y Miguel Romero. "La revista Tricolor será distribuida mensualmente de manera gratuita". <i>Correo del Orinoco</i>. <a href="http://www.correodelorinoco.gob.ve/nacionales/revista-tricolor-sera-distribuida-mensualmente-manera-gratuita">http://www.correodelorinoco.gob.ve/nacionales/revista-tricolor-sera-distribuida-mensualmente-manera-gratuita</a></li> </ol>
<b>Week 8</b>	
Class 1	<ol style="list-style-type: none"> <li>1. Urdaneta, Amenodoro. <i>El libro de la infancia</i> (1865), p. 11-17.</li> <li>2. Urdaneta, Amenodoro. "Los tres ladrones". En <i>Clásicos de la literatura infantil – juvenil de América Latina y el Caribe</i> (2000), p. 144. PDF file.</li> <li>3. Gallegos, Rómulo. "El crepúsculo del diablo". En <i>Antología del cuento venezolano</i> (1955), p. 45-51. Link: <a href="http://biblioteca.org.ar/libros/130636.pdf">http://biblioteca.org.ar/libros/130636.pdf</a></li> </ol>
Class 2	<ol style="list-style-type: none"> <li>1. Nazoa, Aquiles. <i>Retablillo de navidad</i> (2009).</li> <li>2. Sequera, Armando José. "El otro salchicha". En <i>El otro salchicha</i> (1982), p. 37-69.</li> <li>3. Tabuas, Mireya. <i>Cuentos prohibidos por la abuela</i> (2009), p. 11-35.</li> </ol>

**Module 5. Children's Literature in Cuba**

<b>Week 9</b>	<b>Reading and Activities</b>
Class 1	<ol style="list-style-type: none"> <li>1. Wald, Karen and Betty Bacon. "New Literacy for New People: Children and Books in Cuba". <i>Journal of Reading</i> (1981): 251-260.</li> <li>2. Peña Muñoz, Manuel. "Cuba: los niños son la esperanza del mundo". En <i>Historia de la literatura infantil en América Latina</i> (2009), p. 219-261.</li> </ol>
Class 2	<ol style="list-style-type: none"> <li>1. Martí, José. "A los niños que lean "La edad de oro". En <i>La edad de oro</i> (1983), p. 11-14.</li> <li>2. Martí, José. "Tres héroes". En <i>La edad de oro</i> (1983), p. 15-24.</li> <li>3. Martí, José. "Un juego nuevo y otros viejos". En <i>La edad de oro</i> (1983), p. 64-69.</li> </ol>
<b>Week 10</b>	
Class 1	<ol style="list-style-type: none"> <li>1. Valdés, Gabriel de la Concepción. <i>Los poemas más representativos de Plácido</i> (1976), p. 33-36, 67-69.</li> <li>2. Cabrera, Lydia. "Bregantino Bregantín". En <i>Cuentos negros de Cuba</i> (1936), p. 37-52.</li> <li>3. Brull, Mariano. <i>Poesía reunida</i> (2000), p. 98-100, 166-168.</li> </ol>
Class 2	<ol style="list-style-type: none"> <li>1. Felipe, Nersys. <i>Cuentos de Guane</i> (1975), p. 10-24, 85-91.</li> <li>2. Arroyo, Anita and Antonio Ortega. "Frijolito". En <i>El caballito verde. Cuentos para chicos y grandes</i> (1956).</li> </ol>



Module 6. Children's Literature in El Salvador	
Week 11	Reading and Activities
Class 1	<ol style="list-style-type: none"> <li>Peña Muñoz, Manuel. "El Salvador, cuentos y leyendas del llano". En <i>Historia de la literatura infantil en América Latina</i> (2009), p. 133-149.</li> <li>Espino, Miguel Ángel. <i>Mitología de Cuscatlán</i> (1976), p. 31-40.</li> <li>Espinosa, Francisco. <i>Folklore salvadoreño</i> (2000), p. 33-41.</li> </ol>
Class 2	<ol style="list-style-type: none"> <li>Lars, Claudia. <i>Escuela de pájaros</i>. Poemas: "Vamos a la huerta", "A la víbora, víbora", Canción del niño indio", "El patio". Documento en página web de Western Libraries.</li> <li>Bruni, Corina. <i>Prisionera en el planeta</i> (1991), p. 4-9. <a href="http://www.artepoetica.net/Prisionera%20en%20el%20planeta_Corina%20Bruni.pdf">http://www.artepoetica.net/Prisionera%20en%20el%20planeta_Corina%20Bruni.pdf</a> o PDF en OWL.</li> </ol>

Module 7. Conclusion	
Week 12	Readings and Activities
Class 1	Practice of puppet theater with the supervision of the course instructor. Comments and suggestions about the puppet theater. Course assessment.
Class 2	Event: Puppet Theater in CEL
<b>Week 13</b>	
Class 1	CEL Oral Presentation.
Class 2	Course conclusion and grades.

## Academic Policies

### Plagiarism:

Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). Plagiarism is the inclusion of someone else's verbatim or paraphrased text in one's own written work without immediate reference. Verbatim text must be surrounded by quotation marks or indented if it is longer than four lines. A reference must follow right after borrowed material (usually the author's name and page number). Without immediate reference to borrowed material, a list of sources at the end of a written assignment does not protect a writer against a possible charge of plagiarism. This

also applies to work facilitated or written for students by third parties. The University of Western Ontario uses a plagiarism-checking site called Turnitin.com.

### **Absenteeism:**

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

- UWO's Policy on Accommodation for Medical Illness  
<https://studentservices.uwo.ca/secure/index.cfm>

- Downloadable Student Medical Certificate (SMC)  
<https://studentservices.uwo.ca> under the Medical

### **Guidelines for Group Work**

Please use the Team Charter to work on the organization of the group project. The use of the Team Charter is flexible, that is, students should make the necessary changes to adapt it to their needs. Students will see and discuss this document in class with the facilitation of the course instructor. Students will meet with instructor every two weeks to check their progress on the CEL project and answer questions. Students can find the Team Charter document in the appendix section of this document.

\*\*\*PLEASE NOTE THAT THIS COURSE SYLLABUS IS SUBJECT TO CHANGE\*\*\*