

**Mandatory Program Course:  
Advanced Spanish and Argentine Culture  
Argentine Universities Program**

The objective of this mandatory program class is to enrich the knowledge of Spanish language in the following four areas: oral comprehension, oral expression, written expression and reading comprehension while analyzing the cultural context in which the language was developed and is currently spoken. Both oral and written expressions are of vital importance to the student's performance in his/her university classes in the months to come. This class is worth 3 U.S. semester credit hours. It will meet intensively during the program orientation and less frequently during the course of the semester.

This course is offered in 10 to 12 different sections, each focusing on a different aspect of Argentine culture. At the beginning of the semester, students select a section of the Advanced Spanish course according to their level of Spanish proficiency. Possible thematic sections are listed below in "Descripción del Curso." Detailed syllabi are available in Spanish for each section offered. Please contact your program advisor to request a syllabus.

**Descripción del Curso:**

- Lectura de textos literarios
- Redacción de informes
- Estudio de temas gramaticales
- Lectura de material del área específica
  - Opera
  - Derechos humanos
  - Gramática
  - Tango y literatura
  - Eva Perón: Mitos y representaciones
  - Cine argentino
  - Lectura de diarios
  - Mujeres Argentinas
  - Teatro
  - Identidad Argentina
  - Música Popular Argentina
- Presentación final
- Trabajo monográfico final

**Evaluación:**

- La calificación final del curso será otorgada por el Laboratorio de Idiomas de la Facultad de Filosofía y Letras de la Universidad de Buenos Aires.
- 30% de la nota final estará compuesta por:
  - Cumplimiento y presentación de los informes y mini informes a lo largo del curso.
  - Participación en clase.
  - El progreso logrado en comprensión y expresión oral.
  - Cumplimiento de las consignas y asignaciones: de actividades, salidas, mini presentaciones, lectura de textos, etc.

- Asistencia y puntualidad: Se permitirá un máximo de 2 ausencias, que no podrán ser consecutivas. Las llegadas tarde computarán como ½ ausencia.
- 30% de la nota final estará compuesta por:
  - Monografía final de 4 páginas por estudiante a 1 ½ espacio, font 12.
- 40% de la nota final estará compuesta por:
  - Una presentación oral y una entrevista de 15 minutos por estudiante con profesores IFSA y profesores del equipo de la UBA Filosofía y Letras.



**Optional Program Course:  
State and Society in Contemporary  
Argentina  
Argentine Universities Program**

**Course Description:**

The course will address the study of the social, economic and political history of contemporary Argentina, analyzing the most outstanding events that took place from the beginning of the 20<sup>th</sup> century until present. The course will also present a critical discussion of the main problems affecting Argentina in each period with an emphasis on experiences that are unique to the country: Peronism, the different military coups, the military process and the “disappeared,” the return to democracy, and the challenges faced by subsequent administrations regarding economic crises and governability. Students are expected to understand the different economic, social and political stages the country went through, and the makeup and impact of the different social players within the prevailing local and international context. This course is worth 3 U.S. semester credit hours.

**Course Prerequisites:**

Students are expected to have a level of Spanish proficiency that will enable them to read the mandatory bibliography and participate in class interacting with the professor and other fellow students.

**Course Objectives:**

Present a vision of the Argentine state and society and their integration into a global framework based on an analysis of the key concepts of social, economic and political structure, examining specific historical cases in a Latin American and global context.

**Selection of Bibliography:**

Rock, David, *El radicalismo argentino, 1890-1930*, Bs.As., Amorrortu, 1977.

Several authors, *Dos siglos en la Argentina. Una interpretación sociohistórica*. Bs.As, Biblos, 2002.

Lucchini, Cristina, *Apoyo empresarial en los orígenes del peronismo*, Bs. As., CEDAL, 1990.

Romero, Luis Alberto, *Breve historia contemporánea argentina*, Bs.As., FCE, 2007.

Rock, David, *Argentina 1516-1987. Desde la colonización española hasta Alfonsín*, Bs.As., Alianza, 1988.

Berrotarán, Patricia (comp.), *Sueños de Bienestar en la nueva Argentina. Estado y Políticas Públicas durante el peronismo (1946-1955)*, Bs.As, Imago Mundi, 2005

Torre, Juan Carlos, *“Los huérfanos de la política de partidos. Sobre los alcances y la naturaleza de la crisis de la representación partidaria”*. Conceptos teóricos y transformaciones históricas, Buenos Aires, Biblos, 2006.

Muñoz, Hernán, *El Gobierno de la Alianza y el Gobierno de Duhalde*, Publicación Interna, Fundación Simón Rodríguez, 2008.

Amadeo, Eduardo, *La salida del abismo. Memoria política de la negociación entre Duhalde y el FMI*, Bs.As., Planeta, 2003

Pfeiffer, Ana, *Gobierno de Nestor Kirchner*, Publicación Interna, Fundación Simón Rodríguez, 2008.

Lectures delivered by a special guest (Ministers, politicians, political scientists, government officials, sociologists, etc.).

Films and videos for home viewing and discussion in class:

- Historia Argentina 1880-1930. Carlos Mora, Marta Dino, Felipe Pigna. Editorial Carlos Pellegrini, Universidad de Buenos Aires.
- La república perdida. Part I. Director Miguel Pérez.
- Miss Mary. Director María Luisa Bemberg.
- Eva Perón. Director Juan Carlos Desanzo.
- La República Perdida, Part II. Director Miguel Pérez.
- Plata dulce. Director Adolfo Aristarain.
- La Historia Oficial. Director Luis Puenzo.
- Mundo Grúa. Director Pablo Trapero.
- "El fin de los principios" Director Felipe Pigna, Editorial Carlos Pellegrini, Universidad de Buenos Aires.

**Specialized, additional or supporting bibliography:**

Di Tella, Torcuato S., Sociedad y Estado en América Latina, Buenos Aires, Eudeba, 1998.

Gerchunoff, Pablo and Llach, Lucas, El ciclo de la ilusión y el desencanto. Un siglo de políticas económicas argentinas, Ariel, Buenos Aires, 1998.

Gaggero, Horacio, "Notas sobre el gobierno peronista (1946-1955)", Aspectos de la conformación de la sociedad argentina moderna, Bs.As., Biblos, 1992.

García Delgado, Daniel (comp.), Los cambios en la sociedad política 1976-1986, Buenos Aires, CEAL N°172, 1987.

Cavarozzi, Marcelo, Autoritarismo y democracia (1955-2006). Buenos Aires, Editorial Paidós, 2009.

Acuña, Carlos H. (comp.) La Nueva matriz política argentina, Nueva Visión, Buenos Aires, 1995.

Sidicaro, Ricardo, Los tres peronismos: Estado y poder económico. 1946-55 / 1973-76 / 1989-94, Siglo XXI, Buenos Aires, 2003.

Torre, Juan Carlos, Nueva Historia Argentina, Buenos Aires, Sudamericana, 2003.

Tenenbaun, Ernesto, Qué les pasó, Buenos Aires, Sudamericana, 2010.

Rapopport, Mario, Historia Económica, política y social argentina. Buenos Aires , Editorial Macchi, 2008.

**Course Rules:**

Students are required to have read beforehand the readings listed for each class in order to be prepared to participate in class discussions and answer questions posed by the professor. Students are also required to sit for two mid-term exams. If a student misses an exam, he/she must justify the absence and will be assigned a new date to retake the exam. Students are allowed to miss two classes, but absences must be duly justified and documented.

**Course Assessment Methods:**

Students are required to take two mid-term exams designed to assess their knowledge of class content, the second of which will cover all class content. The exams will cover all the mandatory reading assignments for each unit as well as the reading guide and the material addressed in the theoretical classes.

The student's final grade is based on an average of the mid-term examination grades plus the student's participation in class. A student failing any of the mid-term exams will be given the chance to take a similar make-up exam.

### **Schedule of Activities:**

Class 1 - Argentine integration into the global market. The liberal and conservative state. The nature of immigration in Argentina: its social and political impact. The broadening of democracy. Economic impact and consequences of the 1930 crisis.

- Objectives: Analyze the characteristics of the agro-export model and its effects on the structure of society, on politics and the economy. Understand the meaning of the electoral law of 1912. Analysis by students of the economic, political and social consequences of the 1929 crisis. Alternatives to the agro-export model: the model of import-substitution industrialization.

Class 2- Economic, political and social transformations in Argentina between 1943 and 1955. Fraudulent democracy. Peronism. The model of import-substitution industrialization.

- Objectives: Understand the phenomenon of Peronism in the context of World War II and the modifications that took place at State level. Explain the new relationship that built up between the government, the workers, the trade unions, business management, corporations and the Armed Forces.

Class 3 – Institutional rupture and restrictions to democracy during the 1955-1970 period. Authoritarian military governments and weak civilian governments.

- Objectives: Understand the Argentine social and political situation after the ousting of Perón in the context of the Cold War. Peronist resistance and the role of the trade unions. Become acquainted with the political atmosphere prevailing in the country upon the return of Perón to power and the factors that led to the military coup in 1976.

Class 4 - The crisis of the 1970-1976 proscription model. Popular mobilization. The "Cordobazo", role played by the guerrilla groups. The third Peronism.

- Objectives: Become acquainted with the atmosphere of violence and political turmoil surrounding the return of Peronism to power. Analyze the factors that led to the 1976 coup.

Class 5 - First written assessment/mid-term exam. The examination will consist of three essay questions.

Class 6 - The 1976 coup: the terrorist state. The National Reorganization Process. The economic plan. The Malvinas (Falkland Island) War.

- Objectives: Explain the political and economic transformations that occurred during this period in Argentina within a globalized context. Period marked by unlawful political and social repression, foreign debt and international conflicts.

Class 7 – The transition to democracy, Alfonsín's administration. The military situation. Trade union opposition. Economic policy. Hyperinflation.

- Objectives: Analyze the return to democracy after over seven years of dictatorship and military repression. Underline the importance of the political and economic issues to be solved - the disappeared, the military, and the foreign debt – within the context of globalization.

Class 8 - Menem's administration. The military issue. The neo-liberal project. Trade union neutralization. The constitutional reform of 1994. Changes in the social structure: unemployment, poverty, marginality.

- Objectives: Compare the policies of Alfonsín and Menem. Identify the change in the foreign and economic policies of both administrations. Grasp the changes in voter behavior and democratic stability. Analyze the changes in the social pyramid.

Class 9 - Rise of the "Alianza". De la Rúa's administration. Domestic limitations and foreign restrictions. Economic and political crisis: government collapse. Duhalde's administration: the end of convertibility, the new rules of the game.

- Objectives: Enable students to identify the different components of the crisis: internal recession, high poverty rates and fiscal restrictions imposed by international organizations. Political and institutional crisis; Duhalde's administration, the end of convertibility.

Class 10 - Kirchner's administration: the way out of the crisis, growth and economic reorganization. New forms of politics.

- Objectives: Analyze the measures implemented by the new administration to overcome the economic and political crisis. New presidential style regarding different social players (the Church, the media, the picketers, corporate leaders, other politicians). Favorable international context for economic growth.

Class 11 – Current problems of Argentine society.

- Objectives: Enable students to analyze the behavior of the social players based on an adequate understanding of the current political, economic and social situation in Argentina. Enable students to establish a relationship between the domestic situation and the global context.

Final Class - Lecture delivered by a special guest (Ministers, politicians, political scientists, government officials, sociologists, etc.).

Class 13 – Second written assessment/mid-term exam. The examination will consist of three essay questions.

Class 14 – Reporting of grades. Remarks. Final meeting.

Class 15 – Make-up exam.

**Optional Program Course:  
Argentine Foreign Policy  
Argentine Universities Program**

**Course Description:**

The course is worth 3 U.S. semester credit hours and will follow two lines of argument:

- Eight classes will be dedicated to offering students a chronological overview of historical processes with a quick reading of the sequence of events during the colonial period and the organization of the National State. The course will then focus on the outstanding features of Argentine foreign policy during the different periods comprised between World War I and the present.
- Four special classes to be delivered by experts in this field. These classes will address Argentina's permanent foreign policy agenda: the Malvinas (Falkland Island) controversy, human rights, safety and defense, and the impact of international economic relations on the country's foreign policy (trade and investment, financial crisis).

**Course Prerequisites:**

Students are expected to have a level of Spanish proficiency that will enable them to read the mandatory bibliography and participate in the program.

**General Course Objectives:**

The course is aimed at making the students acquainted with the specific issues of the foreign relations of a non-central country and their relationship with the domestic economic growth and development project. The course is designed to make students familiar with foreign policy issues through a comprehensive analysis of the matter. These issues will be addressed in the context of contemporary history during the period following World War II with a particular emphasis on Argentina's relations with Brazil and Latin America and current items on the domestic agenda.

**Specific Objectives and Expected Results:**

1. Offer students an overview of the Argentine situation at key moments in contemporary history: recurring institutional interruptions, changes in the social structure, interests of the leading classes.
  - Expected result: ability to relate these historical processes to the global context.
2. Describe the foreign policy tools available to a non-central country.
  - Expected result: analyze the options of military power – economic growth – international law.
3. Evaluate the impact of international economic relations on the domestic economic growth and development project.
  - Expected result: identify aspects of the global economy that act as determining factors of or restrictions to foreign policy.
4. Become acquainted with the features of international bilateral relations especially with the U.S., Europe and Latin America.
  - Expected results: identify unique aspects of the political and social culture of South American countries.
5. Become acquainted with different opinions regarding the topics addressed during the course.
  - Expected results: address the mandatory readings that include authors with different outlooks and encourage the discussion of the different points of view.

6. Meet local government officials specializing in foreign policy.
  - Expected results: Interact with them and inquire into controversial topics based on knowledge acquired through the prior reading of the course bibliography.
7. Provide conceptual answers in relation to the topics addressed in the course.
  - Expected results: understand the main differences of foreign policy between industrialized and developing countries.

**Mandatory Bibliography:**

CARI, La política Exterior Argentina y sus protagonistas 1880-1995, Silvia R. Jalabe Compiladora, Nuevo hacer, Buenos Aires, 1996.

Russel R. and Tokatlian, Juan G., El lugar de Brasil en la Política Exterior Argentina, Fondo de Cultura Económica, Buenos Aires, 2003.

Rapoport, Mario y colaboradores, Historia Económica, política y social de la Argentina (1880-2003), Emecé, 2<sup>nd</sup> Edition, Buenos Aires, 2007.

Bielsa, Lavagna R. and Rosatti, Estado y Globalización, Rubinzal-Culzoni Editores, 2005.

Fraga, Rosendo Recopilación de los temas de política los discursos presidenciales ante el Senado de la Nación, partes seleccionadas. CARI, electronic version.

Floria, Carlos A. and García Belsunce César A., La Argentina Política, El Ateneo, Buenos Aires, 2005.

The book published by CARI can be purchased at the library of this institution: Uruguay 1037, 1<sup>st</sup> floor. ([www.cari.org.ar](http://www.cari.org.ar))

**Specialized Bibliography:**

Lanús, Juan A., 'De Chapultepec al Beagle', Emece, 4<sup>th</sup> edition, 2000.

Baldinelli, Elvio 'Causas de los modestos avances de las exportaciones industriales argentinas' del ISEN

Cisneros y Escudé C., 'Las Relaciones Exteriores De Argentina, Volumes I to XIV available at [www.argentina-ree.com](http://www.argentina-ree.com)

Figari, Guillermo M., Pasado, presente y futuro de la política exterior argentina, Editorial Biblos, Buenos Aires, 1993

Fraga, Rosendo Recopilación de los temas de política los discursos presidenciales ante el Senado de la Nación

**Course Rules:**

Attendance: Students are required to attend all the course classes in order to achieve a satisfactory participation grade. However, the student's active participation in class discussion based on knowledge gained from reading the mandatory bibliography will also be evaluated.

Student's failure to attend two classes will result in final grade reduction. Exceptions to the rule will be considered on a case-by-case basis and on the condition that the student provides adequate justification and documents his/her absence.

Absence from mid-term examinations and delays in the submission of assignments. Attendance to mid-term exams is compulsory and assignments submitted beyond the set deadlines will not be accepted except in the presence of special duly documented circumstances that require setting a new examination date or extending the deadline.

Makeup exams: The course contemplates final and mid-term makeup exams.

Late arrivals: Two late arrivals will be computed as an absence.

Delivery of class content: The course comprises 14 classes lasting 3 class hours each.

**Assessment Method:**

The course grade will comprise both an evaluation of the student’s active participation in class (20%) and the results of the regular written classroom mid-term exams (80%).

The first Mid-term exam will be taken half way through the course while the second one will be taken on the twelfth class. Students will be required to answer three conceptual questions on the mandatory readings and will be expected to provide a one to two page-long answer to each question.

In the case the answers to the exam questions are not satisfactory, the student will be required to complete a home assignment answering the same questions in further depth by consulting the pertinent readings.

If deemed necessary, the professor may require the submission of an additional final paper on a specific topic. Students will be expected to write a three or four page-long essay on a topic assigned by the professor and hand in the assignment on the last day of class.

**Schedule of Activities:**

Class No.	Topic	Mandatory Bibliography Author and pages			
		CARI	Rapoport	Russell	Others
1	Foreign policy during the National Organization period.	13-24	38-41, 44-58	17-25	Maps Escudé
2	The World Wars, neutrality	27-38 39-54	147-154, 205-218		
3	Foreign policy and institutional instability	55-69	252-258, 280-88, 377-389		
4	Foreign policy during the Cold War	128-139, 141-158, 191-218, 247-257, 309-319	523-28, 559-64, 629-644	30-44	
<b>5</b>	<b>1<sup>st</sup> Mid-term Exam</b>				
6	The Malvinas (Falkland Island) issue				Hope

7	Foreign policy and democratic recovery Argentina's new association with Brazil	345-355	730-738	45-58	Fraga
8	Human rights				Si
9	The effects of globalization on foreign policy	357-378, 379-391	772-785	59-71	Fraga
10	Foreign policy and the challenges posed by the 21 <sup>st</sup> century		840-848, 903-916	73-114	Bielsa
11	Revision of classes 6,7,8 and 10				
<b>12</b>	<b>2<sup>nd</sup> Mid-term Exam</b>				
13	Safety and defense in the face of new threats				Si
14	Trade and investment as determining factors of foreign policy Make-up exam				PPT

**Optional Program Course:  
Argentine and Latin American Literature  
Argentine Universities Program**

**Course Objectives:**

- Broaden the student's knowledge of Argentine and Latin American culture and literature of the second half of the 20<sup>th</sup> century.
- Reflect on theoretical aspects associated with the changes occurring in the fictionalizing processes.
- Encourage students to take an enlightened view of and establish relationships and expansions between the texts and the social and cultural processes.
- Analyze the geographical, historical and cultural contexts in which tales are produced.
- Promote the critical and creative reading of the suggested texts through the practice of writing and conversation.

In order to achieve the proposed objectives, it is key that students assemble in discussion groups to address both the texts and the bibliographical material. Students will be required to submit brief written assignments at the end of each unit. These works will be corrected, discussed and evaluated with the group and, if necessary, rewritten. Students will also be encouraged to make oral presentations. Booklets will be provided containing bibliographical material not available in bookstores. A brief bibliographical dictionary will be drafted listing the authors whose works will be read and analyzed. Films related to some of the stories will be screened. In these cases, students will be expected to draw up a technical record of the viewed material. This course is worth 3 U.S. semester credit hours.

Texts are organized around three core topics.

1. Modernization of traditional spaces.
  - Horacio Quiroga: "A la deriva", in *Cuentos*, Selección y prólogo por Emir Rodríguez Monegal, Caracas, Biblioteca Ayacucho, Number 88.
  - Héctor Tizón: "Mazariego" [1966], in *El jactancioso y la bella*, Buenos Aires, Centro Editor de América Latina, 1972.
  - Daniel Moyano: "La fábrica", in *El monstruo y otros cuentos*, Buenos Aires, Centro Editor de América Latina, 1967.
  - Germán Rozenmacher: "Cabecita negra" [1962], in *Cuentos completos*, Buenos Aires, Centro Editor de América Latina, 1971.
2. New genres for new realities
  - Silvina Ocampo: "La red", in *Autobiografía de Irene*, Buenos Aires, Sudamericana, 1975.
  - Ricardo Piglia: "La loca y el relato del crimen", in *Prisión perpetua*, Buenos Aires, Sudamericana, 1988.
  - Rodolfo Walsh: "Esa mujer", in *Los oficios terrestres*, Buenos Aires, 1965.
3. Fantastic tales
  - Jorge Luis Borges: "El Sur", in *Ficciones* [1944], *Obras completas I*, Buenos Aires, Emecé, 1996.

- Julio Cortázar: "La isla a mediodía", in *Todos los fuegos el fuego*, Buenos Aires, Sudamericana, 1966.
- Elena Garro: "La culpa es de los tlaxcaltecas", in *La semana de colores*, Xalapa – México, Universidad Veracruzana, 1964.
- Carlos Fuentes: *Aura*, México, Editorial Era, 1962.

### **Specific Bibliography:**

Students will be directed to specific readings as required during the development of the course. Course professors will propose changes in the assigned bibliography and will indicate mandatory chapter readings taken from the general bibliography.

### **General Bibliography:**

In view of the nature of this course, the selected bibliographical material covers basic aspects of course content. Further material will be provided as and when required.

Balderston, Daniel: *Borges: realidades y simulacros*, Buenos Aires, Editorial Biblos, 2000.

Barthes, Roland: "El efecto de realidad" in *VVAA, Lo verosímil*, Buenos Aires, Tiempo Contemporáneo, 1972.

Barrenechea, Ana María: *La expresión de la irrealidad en la obra de Jorge Luis Borges*, Buenos Aires, Paidós, 1967.

Benjamin, Walter: "El narrador. Consideraciones sobre la obra de Nikolai Leskov", *Sobre el programa de la filosofía futura*, Barcelona, Planeta-De Agostini, 1986.

Beristáin, Helena: "Narración", "Narrador" y "Narratario", "Género", "Realismo", "Verosimilitud", in *Diccionario de Retórica y Poética*, México, Porrúa, 1997.

Biron, Rebecca E.: "The Eccentric Elena Garro: Critical Confrontations in the 1960's", in *Torre de papel. Elena Garro: testigo y creadora de su tiempo*, Summer 2000, Volume X, Number 2.

Cortázar, Julio: "Del cuento breve y sus alrededores", *Último round* [1969], Volume I, Mexico, Siglo XXI, 1974.

Ducrot, O. and Todorov, T.: "El discurso de la ficción". "El texto". "Visión en la narrativa", in *Diccionario enciclopédico de las ciencias del lenguaje*, Buenos Aires, Siglo XXI, 1974.

Escalante, Evodio: "De la ficción a la realidad (y viceversa). La tradición de la traición en un texto de Elena Garro", in *Torre de papel. Elena Garro: testigo y creadora de su tiempo*, Summer 2000, Volume X, Number 2.

Gil Amate, Virginia: "El espíritu de la provincia", *Daniel Moyano: la búsqueda de una explicación*, Oviedo, Departamento de Filología Española, 1993.

Jitrik, Noé: *Horacio Quiroga, una obra de experiencia y riesgo*, Buenos Aires, Ediciones Culturales Argentinas, 1959.

Kraniauskas, John: "Rodolfo Walsh y Eva Perón: 'Esa mujer'", in *Nuevo Texto Crítico*, Year VI, Numbers 12/13, July 1993 - June 1994.

Lafforgue, Jorge y Rivera, Jorge B.: *Asesinos de papel. Ensayos sobre narrativa policial*; Buenos Aires, Colihue, 1996, 2<sup>nd</sup> edition, 1<sup>st</sup> edition., Buenos Aires, Calicanto, 1977.

Manzoni, Celina: "El traidor venerado de Héctor Tizón", in *Cuadernos Hispanoamericanos*, Number 417, Madrid, March 1985; pages 160-165.

Manzoni, Celina: "Migración y frontera en la escritura de Héctor Tizón", *Hispanamérica*. Revista de literatura, Year XXVI, Number 78, Maryland, December 1997, pages 29-37.

Molloy, Sylvia: *Las letras de Borges y otros ensayos*, Rosario, Beatriz Viterbo Editora, 1999.

Moyano, Daniel: "Reportaje", in *Capítulo. Historia de la literatura argentina*, Number 135, Buenos Aires, Centro Editor de América Latina.

Orgambide, Pedro: *Horacio Quiroga. Una historia de vida*, Buenos Aires, Planeta. Biografías del Sur, 1994.

Pezzoni, Enrique: "Borges: la revuelta sigilosa", in *El texto y sus voces*, Buenos Aires, Sudamericana, 1986.

\_\_\_\_\_: "Silvina Ocampo: orden fantástico, orden social", in *El texto y sus voces*, Buenos Aires, Sudamericana, 1986.

Piglia, Ricardo: "Sobre el género policial", in *Crítica y ficción*, Buenos Aires, Siglo XX-Universidad del Litoral, 1990.

Rama, Ángel: "Los procesos de transculturación in la narrativa latinoamericana" [1974], in *La novela in América Latina. Panoramas 1920-1980*, Xalapa, México, Universidad Veracruzana. Fundación Ángel Rama, 1986.

Rodríguez Monegal, Emir: "Prólogo", in *Horacio Quiroga: Cuentos*, Caracas, Biblioteca Ayacucho, Number 88.

Rodríguez Monegal, Emir: "Horacio Quiroga: vida y creación", in *Narradores de esta América. I. Los maestros de la novela*, Buenos Aires, Editorial Alfa Argentina, 1976.

Romano, Eduardo: "El cuento argentino en el siglo XX" (Estudio preliminar) in *Narradores argentinos de hoy*, Buenos Aires, Kapelusz, 1974.

Romero, José Luis: *Latinoamérica: las ciudades y las ideas*, Buenos Aires, Siglo XXI, 1976.

Sarlo, Beatriz: *Borges, un escritor en las orillas*, Buenos Aires, Ariel, 1995.

Todorov, Tzvetan: *Introducción a la literatura fantástica*, Buenos Aires, Editorial Tiempo Contemporáneo, 1972.

Yurkievich, Saúl: *Julio Cortázar: al calor de tu sombra*, Buenos Aires, Legasa, 1987.

### **Attendance:**

Students will be required to attend 85% of the classes and must arrive punctually to class. A late arrival to class will require an adequate justification.

### **Methodology:**

1. Participation in class: Compliance with proposed readings. Knowledge of the material and ability to make relevant questions and remarks. Adequate participation in group work. Submission of written assignments within the prescribed deadlines.
2. Exams: Students will be required to submit a written assignment upon completion of two of the units in addition to making two oral presentations. All four assignments must receive a passing grade. In order to ensure that students pass their written assignments, they will be expected to write their assignment, discuss it and rewrite it as part of the learning process.
3. Written assignments: Written assignments will be expected to comply with essay writing rules and to refer to the bibliographical sources consulted. Students will be encouraged to make their own critical appreciation and to obtain information from the proposed bibliography and via the Internet.
4. Oral presentations: Students will be required to make oral presentations in every class. For a successful result, students will be encouraged to draw up guides to assist them during the presentation.
5. Homework: Students are expected to read the proposed texts at home with the help of dictionaries, class notes, relevant bibliography and the Internet, if necessary.

**Schedule of Activities:**

The course is organized around three units that will be completed as scheduled. Internal adjustments will be made when necessary according to the requirements of each course.

- Unit I: Modernization of traditional spaces
- Unit II: New genres for new realities
- Unit III: Fantastic tales