

**Department of Spanish and Portuguese
The University of Texas at Austin**

**The Imagined Andes
Fall 2011 Undergraduate Course
Conducted in Spanish**

Course Number: SPN 350 Course Unique Number: 46490
Course Title: The Imagined Andes [*Los Andes imaginados*]
Schedule: Tuesday and Thursday, 11:00-12:30pm Room: MEZ 2.122
Instructor Name and Title: Luis E. Cárcamo-Huechante, Assistant Professor
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Office: BEN 3.146 Office Hours: Wednesday and Thursday, 2:00 to 3:30pm

Description:

This advanced undergraduate course offers a critical analysis and discussion of the ways in which the cultural, social, and geographical space of the Andes has been “imagined” through literary texts, visual and audiovisual artworks by writers and artists from Bolivia, Ecuador, Chile and Peru.

In this context, we will pay attention to how literary and aesthetic works endorse, complicate or question representations of “the Andes” fostered by cultural traditions, political and economic narratives, the tourism industry, environmentalism, and national and global imaginaries. We will also examine the complex intersections, contacts and/or conflicts between *criollo* and indigenous cultures. Finally, we will examine local, national, regional and transnational views embodied in the literary and cultural “imaginings” of the Andes.

CALENDAR

Thursday, August 25

Introduction to the course
Mapping the Andes, presentation of images

Tuesday, August 30

“Los tres jircas” from *Cuentos andinos* by Enrique López Albuja (Peru)

Thursday, September 1

Selection from *Tempestad en los Andes* (essay) by Luis Valcárcel (Peru)

Tuesday, September 6

Selection from *Siete ensayos de interpretación de la realidad peruana* (essay) by José Carlos Mariátegui (Peru)

Thursday, September 8

“cristales del ande” and “andinismo” (poems) from *Ande* by Alejandro Peralta (Peru)
 “Los mineros salieron de la mina” (poem) from *Poemas humanos* by César Vallejo (Peru)

Tuesday, September 13

“Un hombre muerto a puntapiés” (short story) by Pablo Palacio (Ecuador)

Thursday, September 15

“Todas íbamos a ser reinas,” “Valle de Elqui” and “Monte Aconcagua” (poems) by Gabriela Mistral (Chile)

Tuesday, September 20

“Mama pacha” (short story) by Jorge Icaza (Ecuador)
 * *General guidelines about the writing assignments (I)*

Thursday, September 22

Paintings by Cecilio Guzmán de Rojas (Bolivia)
 “Puna,” “Al Illimani” and “La llama” (poems) by Gregorio Reynolds (Bolivia)

Tuesday, September 27

Video about Macchu Picchu
 Selections from “Alturas de Macchu Picchu” (poems) from *Canto general* by Pablo Neruda (Chile)

Thursday, September 29

Selections from “Alturas de Macchu Picchu” from *Canto general* by Pablo Neruda
 * *Guidelines about the first writing assignment (II)*

Tuesday, October 4

Paintings by Mario Urteaga (Peru)
 Selections from *Canto kechwa* (poems/cantos) by José María Arguedas (Peru)

Thursday, October 6

“Cantar,” “Puna,” “Altiplano,” and “Altiplano para uso de turistas” (poems) by Oscar Cerruto (Bolivia)

Tuesday, October 11

“El sueño del pongo” (short-story) by José María Arguedas (Peru)

* *Essay #1 due in class.*

Thursday, October 13

“Intillay/Padre sol” and “Macupikcu/Machupicchu” (poems) from *Taki Parwa/22 poemas* by Kilku Warak’a/Andrés Alencastre (Peru)

Tuesday, October 18

Visit to the Blanton Museum

“Nudos” (visual works and poems) by Jorge Eduardo Eielson (Peru)

* Read on *quipu* or *kipu* at the Gale Virtual Reference Library

Thursday, October 20

“Mineros I” and “Mineros II” (paintings) by Miguel Alandia Pantoja (Bolivia) and “La mina” (painting) by Walter Solón Romero (Bolivia)

Selections from *Si me permiten hablar (testimonio)* by Domitila Barrios de Chungará (Bolivia)

* *Guidelines about the second writing assignment (III)*

Tuesday, October 25

Video about La Paz, Bolivia

Selections from *Imágenes paceñas* (prose) by Jaime Sáenz (Bolivia)

“Aparapita” (painting) and other visual works by Gastón Ugalde (Bolivia)

Thursday, October 27

Selections from *Mi despertar (testimonio)* by Ana María Condori (Bolivia)

Tuesday, November 1

Selections from *Anteparaiso* (poems) by Raúl Zurita (Chile)

Thursday, November 3

Paintings by Oswaldo Guayasamin (Ecuador)

“Poema 8” from *Tsatsik: poemas para construir el futuro* by Ariruma Kowii (Ecuador)

Tuesday, November 8

Lituma en los Andes (novel) by Mario Vargas Llosa (Peru); pp. 1-76

* *Essay #2 due in class.*

Thursday, November 10

Lituma en los Andes by Mario Vargas Llosa; pp. 77-141

Tuesday, November 15

Lituma en los Andes by Mario Vargas Llosa; pp. 145-222

Thursday, November 17

Lituma en los Andes by Mario Vargas Llosa; pp. 223-274

Monday, November 21

**Special session: El velo de Berta (film)*

Tuesday, November 22

Selections from “Bío-Bío III” (poems) from *Ul* by Adriana Paredes Pinda (Chile)

Punalka (documentary video) by Jeannette Paillán (Chile)

Thursday, November 24

* *No classes. Thanksgiving Holiday.*

Tuesday, November 29

“Azurduy” (short story) by Edmundo Paz Soldán (Bolivia)

* *Guidelines about the final writing assignment (IV)*

Thursday, December 2

“Proyecto de arquitectura revestidas” (visual artworks) by Patrick Hamilton (Chile)

* *Essay # 3 is due on December 7th.*

Grading:

1. Three 6-8 page essays (double space):
 - Essay #1 (in Spanish): 20%
 - Essay #2 (in Spanish): 20%
 - Essay #3 (in English or in Spanish): 20%
2. Presentation in class: 20%
3. Attendance and participation in class and in the Blackboard discussions: 20%

Required Course Materials

Students are required to have the following materials for class participation:

- 1) a course packet available at Jenn's Copy (2200 Guadalupe St.);
- 2) Mario Vargas Llosa's *Lituma en los Andes* (Harper Collins edition)

Additional Materials

- 1) Handouts (*guías*) and secondary sources will be posted on the Blackboard weekly;
- 2) Students must have a Spanish-English dictionary in order to solve vocabulary issues in regard to the readings for the class; and,
- 3) Students must actively use the **Gale Virtual Reference Library** (UT Library database) to search for additional information about the cultural and historical context of the materials in discussion.

Guidelines for Writing

The instructor will provide specific guidelines for your writing assignments. A goal of the course is to improve students' **writing skills** in both Spanish (Essay 1 and 2) and in English (Essay 3).

Classroom and Blackboard Participation

Students are expected to actively contribute to **discussions** in classroom as well as to participate in the **Discussion Forum on the Blackboard**, posting at least one question or commentary per week in regard to the texts, materials and/or issues under scrutiny in this class.

Attendance Policy

Students are expected to attend all class meetings. If you are unable to attend a class and you have a valid reason (for example, illness, family emergency or religious holiday), then you should inform me about it, and we can arrange an appointment for a make-up during my office hours.

Academic Dishonesty

Academic dishonesty, in any form, will not be tolerated and will result in a grade of zero for the test/assignment in question. Cases of suspected academic dishonesty will be referred to Student Judicial Services.

Accommodations

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259.