

# ENGL 5920: Intellectual Movements

## Bang–BOOM–Pow

The Latin American Boom in Context  
Spring 2025

### **Course Description:**

The international publishing phenomenon of the so-called Latin American "Boom" of the 1960s has had a lasting impact on English-speaking readers' interest in contemporary Latin American fiction. Shaped as much by political changes in the region (notably the Cuban Revolution of 1959) as by a contemporary spirit of aesthetic experimentation, the Boom has retained an aura of a singular event, a radical break with complacent tradition, a heroic narrative of emergence substantially composed by friendly chroniclers and critics and the predominantly male authors considered to be the Boom's core: Carlos Fuentes (Mexico), Julio Cortázar (Argentina), Mario Vargas Llosa (Peru), and Gabriel García Márquez (Colombia). In this course, we'll contextualize the Boom with a look at some precursors; the history of literary experimentation in Latin America; and longstanding concerns with Latin American identity, foreign intervention, and economic and racial inequality; culminating the first half of the course with one of the central novels of the Boom period, García Márquez's *One Hundred Years of Solitude* (1965). In the second half of the course, we'll look at how subsequent generations of Latin American authors have responded to and complicated the personal, political, and literary narratives of the Boom, while also engaging with the changing political and cultural realities of the region, including the rise and fall of repressive dictatorships during the 1970s and '80s and new approaches to environmental concerns.

### **Course Outcomes**

During the course of the term, students will

- have developed an understanding of the historical development of contemporary Latin American fiction and its engagement with significant ideas and events in the region;
- have developed an appreciation of various themes and styles of contemporary Latin American fiction;
- have developed their skills in close reading, researching, and writing college-level literary analysis.

### **Course Requirements**

**Participation:** Maximum 1 point per class session for a total of 26 possible points.

**Daily In-Class Responses:** Maximum of 3 points each for a total of 72 possible points.

**Midterm and Final Essays:** Maximum of 100 points each for a total of 200 possible points.

### **Grading Scale:**

Your active participation in class discussions and written coursework will be weighted as follows:

Participation: 26 points

Daily In-class Responses: 72 points (24 x 3)

In-class midterm: 100 points

In-class final or formal essay: 100 points

**Total Possible: 298 points**

Your final grade will be determined on the following scale:

A = 277-298  
A- = 268-276  
B+ = 259-267  
B = 247-258  
B- = 238-246  
C+ = 229-237  
C = 218-228  
C- = 209-217  
D+ = 200-208  
D = 188-199  
D- = 179-187  
E = less than 179

### **University Policies**

#### **Americans With Disabilities Act (ADA)**

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access](#) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact:

#### **Center for Disability & Access**

801-581-5020  
[disability.utah.edu](http://disability.utah.edu)  
65 Student Services Building  
201 S 1460 E  
Salt Lake City, UT 84112

#### **Safety at the U**

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

[dps.utah.edu](http://dps.utah.edu)

1735 E. S. Campus Dr.  
Salt Lake City, UT 84112

**Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

[oeo.utah.edu](http://oeo.utah.edu)

135 Park Building  
201 Presidents' Cir.  
Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

[deanofstudents.utah.edu](http://deanofstudents.utah.edu)

270 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

[dps.utah.edu](http://dps.utah.edu)

1735 E. S. Campus Dr.  
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

## Center for Campus Wellness

801-581-7776

[wellness.utah.edu](http://wellness.utah.edu)

350 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

### **Academic Misconduct**

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#).

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

### **Preliminary Course Schedule**

Note: This schedule is subject to change, if necessary, and I will provide you due notification of any changes in advance.

<b>January</b>	6	What is "Latin America" and contextual groundwork for the Boom; in-class writing assignment
	8	Horacio Quiroga and Silvina Ocampo Stories; in-class writing assignment
	13	Juan Rulfo, <i>Pedro Páramo</i> ; in-class writing assignment
	15	Juan Rulfo, <i>Pedro Páramo</i> ; in-class writing assignment
	20	<b>No Class: MLK Day</b>
	22	Alejo Carpentier, <i>The Kingdom of This World</i> ; in-class writing assignment
	27	Alejo Carpentier, <i>The Kingdom of This World</i> ; in-class writing assignment

	29	Borges Stories; in-class writing assignment
<b>February</b>	3	Cortázar Stories; in-class writing assignment
	5	Gabriel García Márquez, <i>One Hundred Years of Solitude</i> ; in-class writing assignment
	10	Gabriel García Márquez, <i>One Hundred Years of Solitude</i> ; in-class writing assignment
	12	Gabriel García Márquez, <i>One Hundred Years of Solitude</i> ; in-class writing assignment
	17	<b>No Class: President's Day</b>
	19	Gabriel García Márquez, <i>One Hundred Years of Solitude</i> ; in-class writing assignment
	24	Gabriel García Márquez, <i>One Hundred Years of Solitude</i> ; in-class writing assignment
	26	Rosario Castellanos Stories; in-class writing assignment
<b>March</b>	3	Clarice Lispector Stories; in-class writing assignment
	5	Midterm Essay (in-class)
	10	<b>No Class: Spring Break</b>
	12	<b>No Class: Spring Break</b>
	17	Nona Fernandez, <i>Space Invaders</i> ; in-class writing assignment
	19	Mariana Enriquez Stories; in-class writing assignment
	24	Vieira Junior, <i>Crooked Plow</i> ; in-class writing assignment
	26	<b>No Class: MM @ Conference</b>
<b>April</b>	31	Vieira Junior, <i>Crooked Plow</i> ; in-class writing assignment
	2	Vieira Junior, <i>Crooked Plow</i> ; in-class writing assignment
	7	Rita Indiana, <i>Tentacle</i> ; in-class writing assignment
	9	Rita Indiana, <i>Tentacle</i> ; in-class writing assignment
	14	Gabriela Alemán, <i>Poso Wells</i> ; in-class writing assignment
	16	Gabriela Alemán, <i>Poso Wells</i> ; in-class writing assignment
	21	Individual meetings