

Fall 2020

Stony Brook University

Department of Hispanic Languages and Literature

College of Arts and Sciences

SPN 395 Introduction to Latin American Literature and Culture I

This course satisfies the DEC category J & 3

This course satisfies the SBC category GLO, HFA+

Course Instructor: Joseph M. Pierce

Section: 01

Office Hours: Mon./Tues./Weds. 11am-12noon. (via Google hangout or email for appointment)

Instructor office: HUM 1139 (not using Fall 2020)

Instructor email: joseph.pierce@stonybrook.edu

COURSE DESCRIPTION:

Readings in Latin American literature from its native origins through colonial rule.

Course Pre/co-requisites

SPN 312

COURSE LEARNING OBJECTIVES:

- Student will learn about the cultural production of diverse native civilizations of the Americas --particularly in Mesoamerica and the Andes-- by the time of the Spanish invasion and colonization.
- Students will study the geopolitical and cultural implications of the new colonial routes and the place of the Americas in the global empires.
- Students will study and practice the Spanish language in depth by reading and analyzing Spanish texts produced between the late 15th and 18th centuries.
- Students will familiarize with old Spanish writing in different genres, from legal texts to letters, military and religious documents and historiography.
- Understand the origins of ideas and practices related to colonialism, racism, human rights and international law.
- Interdisciplinary analysis of early American texts and ideas in the formation and consolidation of modern Latin American countries.
- Acquire a critical understanding of the first globalization in the 16th century and the ideologies and technologies that supported it.
- Develop a critical vocabulary in Spanish to think, discuss and write about the colonial culture in Latin America and its legacies.
- Understand some aspects of the linguistic diversity of the so-called New World and the impact and importance of native languages in the evolution of the new Spanish dialects in the Americas.

Instructor will help students in class to read and contextualize early Spanish American texts. Using examples, ideas and visual material from popular and academic culture, students will be invited to open a critical dialogue with colonial times. Students will be required to read the main texts at home and come to class with questions on the language, context or narrative problems

found in the readings. Class time will be used to discuss and learn about colonial culture and its relevance to our modern world.

COURSE REQUIREMENTS:

Attendance and Make Up Policy

- **Attendance:** What does it mean to “attend class” online, during a pandemic? I would like to discuss this in class with all of you and come to an agreement about what we expect of each other. I will not be taking attendance this semester in the normal sense. I will be asking students to complete a participation checklist, which includes your own description of attendance and participation. You are empowered to make choices about how you log on to class and under what conditions. However, the optimal situation (of course this depends on many factors) includes logging on via zoom during class time, turning your video on, and actively participating in class. Not everyone will be able to do this all the time. I understand that, which is why I am asking you to describe your own attendance and participation in this course.
- **Late Work:** You may turn in ONE assignment late per semester with no questions asked. In order to invoke this right, you **MUST** email me before the assignment is due and inform me that you need to take your one-time exception. I know that “life happens”. This is why I have this exception. To use it, you do not need to explain anything, simply state that you are taking the “life happens” exception. Other than that, no late work will be accepted. At. All. If you will be missing class for a university approved/sponsored event or religious/spiritual holiday, you must turn in your assignment on the due date or before. If you miss class on the day of a quiz or exam, I will **ONLY** offer a make-up if you email me ahead of time to arrange a time (typically during my next office hours). I will not offer make-ups if you do not email me beforehand. No exceptions for this.

Description and schedule of Required Readings and/or Assignments.

All readings will be available on Blackboard.

Exams: There will be 4 short exams in this course, one for each section. Exams will be on the assigned readings and class discussion. Students will be given a short quote and be asked to write a short comment on its meaning and relevance. Quotes will be exemplary fragments on texts previously discussed in class. Quotes will include narrative or ideological elements that will help students to easily identify them. Other questions will be on key terms or concepts that were previously discussed in class. Each exam will include 8-10 questions. They are all open book.

Final paper: The final paper should be about 4 double-spaced pages (800 words), not including the bibliography. It must be typed, doubled-spaced and use Times New Roman 12-point font. The final paper should be formatted in MLA style.

The final paper should 1) Be the student’s own intellectual work (in the form of textual analysis, close reading, literary commentary). 2) It must show basic knowledge of the historical and cultural context of colonial Spanish America. 3) It must be written in standard academic Spanish and must use the MLA style.

Students will be asked to write the final paper on one of the two or three main texts discussed in the last weeks of classes. The topic is open, but must be presented in a proposal (1-page) on 11/9/2020.

Participation: This course will be taught online. It is synchronous, which means that the class time itself is the main mode of instruction for the course. Class time will be devoted to analyzing the assigned texts, group and small group discussion, and interfacing with the instructor about these works. I will try my best to ensure that our time together is productive. To that end, please avoid distractions during class (i.e. social media). I understand that these are difficult times. They are difficult for me as well. We will all be understanding with each other as we try to do the best we can.

I will provide each student with a participation checklist at the beginning of the course. You will keep track of your own participation, and you will turn in the checklist at the end of the semester along with a self-evaluation of your participation in class. In this course, participating means three specific things: 1) each student will post one question they have about an assigned reading BEFORE EACH CLASS in the course Discussion Board (this will help guide our class discussions), 2) each student will comment on at least one student's question per course section (so four total), 3) students will engage in discussions during class. As noted above, you will keep track of this work and will evaluate yourself at the end of the semester.

To receive an A in participation you should come to class prepared and on time, ask questions in the chat and/or on Blackboard, and provide insightful commentary about course materials. Students who come to class but intervene infrequently should receive a B. Those who come to class sometimes and seldom intervene should receive a C. Students who arrive unprepared or late and don't participate should receive a D. An F will be given to students who stop attending class or rarely if ever intervene. You will grade yourself according to these criteria.

GRADING

Four short exams 40%

Class participation 20%

Final paper proposal 10%

Final paper 30%

Grade System

A = 94-100 B+ = 87-89 B- = 80-83 C = 74-76 D+ = 60-69 F = 0-59

A- = 90-93 B = 84-86 C+ = 77-79 C- = 70-73 D = 60-65

*I do not round up grades. Don't ask. Seriously.

MEETING SCHEDULE

Part I: Indigenous Bodies in Colonial Times

Week 1. Course Introduction: Colonial Literature in Times of Rebellion

8/24 Columbus, Cancelled: The Vitality of Decolonial Resistance

8/26 Performance: “Devuélvanos el oro” (Colectivo Ayllu)
Performance: “España os pide perdón” (Abel Azcona)

Week 2. How the World Was Made: Popol Vuh

8/31 Popol Vuh
Introducción, pp. 7-20.

9/2 Popol Vuh (I)
Primera Parte, Capítulos I-IX, pp. 23-48.

Week 3.

9/7 NO CLASS—LABOR DAY

9/9 Popol Vuh (II)
Segunda Parte, Capítulos I-XIV, pp. 49-99.

Week 4.

9/14 Popol Vuh (III)
Tercera Parte, Capítulos I-X, pp. 103-126.

9/16 Popol Vuh (IV)
Cuarta Parte, Capítulos I-XII, pp. 127-162.
Exam 1

Part II. Columbus, Cannibals, and Conquest

Week 5. How the World Was Broken: Colonial Visions

9/21 Cristóbal Colón, “Diario del primer viaje” (1492)

9/23 Cristóbal Colón, “Carta a Santángel” (1493)

Week 6. You’re drunk, Pope. Sit down.

9/28 Pope Alexander VI, Papal Bull, “Inter caetera” (1493)
Amerigo Vesputi, *Carta del Nuevo Mundo* (1503?)

9/30 Walter Migolo, “Cartas, crónicas y relaciones del descubrimiento y la conquista”

Week 7. Narrating Conquests

10/5 Hernán Cortés, *Segunda carta de relación* (1520)

10/7 Bernal Díaz del Castillo, *Historia verdadera de la conquista de la Nueva España* (1632)

Exam 2

Part III. Souls, Sodomy, and the Apocalypse

Week 8. Apocalyptic Iterations

10/12 (Columbus Day) *Apocalypto* (2006, Dir. Mel Gibson)

+Note: Sebastián Calfuqueo will be speaking at 6pm via Zoom sponsored by the Humanities Institute. Look for the invitation.

10/14 Sigal, Pete. “Making Maya Men: Fantasy, Voyeurism, and Perverted Penetration” *GLQ* (2020) 26 (1): 1-34.

Week 9. Sodomitic Transtemporalities

10/19 Michael J. Horswell, *Decolonizing the Sodomite: Queer Tropes of Sexuality in Colonial Andean Culture*. Austin: University of Texas Press, 2005. Chapter 2, “Decolonizing Queer Tropes of Sexuality: Chronicles and Myths of Conquest” pp. 68-80.

10/21 Diego Falconí, *De las cenizas al texto: Literaturas andinas de las disidencias sexuales en el siglo XX*.

“Instrucciones para leer este libro. A modo de introducción,” pp. 11-28.
+Sebastián Calfuqueo, “You will never be a weye”

Week 10. The Valladolid Debate: The Souls of Indians and a “Just War”

10/26 Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias* (1552)

10/28 Juan Ginés de Sepúlveda, *Tratado sobre las justas causas de la guerra contra los indios* (1547)

Exam 3

Part IV: Hybridity and Emergence

Week 11. Polyphony and textual mestizaje

11/2 Garcilaso de la Vega, *Comentarios reales de los incas* (1609)

11/4 Garcilaso de la Vega, *Comentarios reales de los incas* (1609)

Week 12. Critical Hybridity

11/9 José Antonio Mazzotti, *Coros mestizos del Inca Garcilaso* (intro)
1-page proposal due

11/11 Fuchs, Barbara, “A Mirror Across the Water: Mimetic Racism, Hybridity, and Cultural Survival”

Week 13. Materiality and Mimesis

11/16 Felipe Guaman Poma de Ayala, *El primer nueva corónica y buen gobierno* (1615)

11/18 Felipe Guaman Poma de Ayala, *El primer nueva corónica y buen gobierno* (1615)
Exam 4

Week 14.

11/23 **No Class**—Thanksgiving

11/25 **No Class**—Thanksgiving

Week 15. All the Single Ladies

11/30 Sor Juana Inés de la Cruz, *Respuesta a Sor Filotea de la Cruz* (1691)

12/2 Sor Juana Inés de la Cruz, *Respuesta a Sor Filotea de la Cruz* (1691)

Week 16. Conclusion

12/7 **Last day of Class**
Final papers will be due on our scheduled final exam date (12/9)

CLASS RESOURCES

Blackboard

STUDENT ACCESSIBILITY SUPPORT CENTER STATEMENT

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Student Accessibility Support Center, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Student Accessibility Support Center. For procedures and information go to the following website: <http://www.stonybrook.edu/ehs/fire/disabilities>.

ACADEMIC INTEGRITY STATEMENT:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

CRITICAL INCIDENT MANAGEMENT:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

You need to join a zoom meeting every class through BB. Please see instructions here: <https://it.stonybrook.edu/services/zoom/students>

All sessions will be recorded. In case of internet disruption, technology failure or any other problem to connect synchronously, the material will be posted on Blackboard and will be available for the rest of the semester.

FOR IT SUPPORT: Students can visit the Keep Learning website at <https://sites.google.com/stonybrook.edu/keeplearning> for information on the tools you need for alternative and online learning. Need help? Report technical issues at <https://it.stonybrook.edu/services/itsm> or call 631-632-2358.

To access mental health services, call Counseling and Psychological Services at 631-632-6720; Counselors are available to speak with 24/7.

If your instructor fails to connect to one of your weekly meetings, there are no new announcements on Black Board and you cannot reach him/her/they by email after 48 hours (weekdays), please email the department chair daniela.flesler@stonybrook.edu.