

SPAN 4314 (001): Topics in Latin American Culture to Modernism
“The Conquest in the Latin American Imagination”
Fall 2012

Please note:

This syllabus is in English for administrative purposes. Our course will be taught entirely in Spanish and all assignment instructions and other course announcement will be made in Spanish.

Instructor(s): Christopher Conway, Ph.D.

Office Number: Hammond Hall, 329

Office Telephone Number: 817-272-3161 (Main Office of Modern Languages) *You will get a quicker response from me if you email me.

Email Address: conway@uta.edu

Office Hours: Tuesdays 1:45-3:45 and by appointment.

Time and Place of Class Meetings: Trimble Hall 101, 11-12:20

Description of Course Content I. Catalog Description:

Topics in Latin American Literature and Culture to Modernism (3-0) Topics may include: Colonial Latin-American literature and culture, pre-modern Latin-American literature and culture, Latin-American literature and culture of the Enlightenment, or any particular movement, genre, work or author prior to Modernism. May be repeated for credit when content changes. Prerequisite: SPAN 3315 with a grade of C or better.

Description of Course Content II. Special Topic Description:

The title of the special topic of this course is “The Conquest in the Latin American Imagination.” Our task this semester is to examine the ways in which the encounter between Spanish Conquistadors and indigenous peoples has been interpreted since the sixteenth century until the present. To achieve this task, we study a variety of texts: first person accounts by Conquistadors, essays by important intellectuals, films, fiction and poetry.

The conceptual questions we want to answer include:

- What are the ways in which indigenous culture is celebrated or denigrated?
- How do writers identify with one culture or another in providing an interpretation of the past or the present?
- How is violence, both as a reality or as an idea, legitimated or rejected?
- What are the strategies used by different writers, consciously or not, to preserve, amend or disappear the culture of the indigenous?

Student Learning Outcomes:

1. Students master a general outline of the history of the Conquest of the New World to effectively summarize key events and actors of the period, and its historical impact and implications.
2. Students exercise critical thinking and active reading skills in order to identify key passages, symbols, themes and rhetorical strategies used by writers and/or film makers.
3. Students exercise critical thinking and writing skills by taking their ideas about the assigned reading and effectively and persuasively organizing them into a written argument or set of arguments that is analytical in nature.
4. Students acquire biographical, intellectual or historical contexts to factor into an interpretation of a text or set of texts.
5. Students utilize advanced, library based research skills in order to research a problem and make informed arguments.
6. Students utilize project management skills to plan, organize and pace a group project designed to educate their classmates on a topic or text.

Required Textbooks and Other Course Materials:

The book *Los ríos profundos* is at the UTA Bookstore. Other readings will be provided through electronic reserve in our Blackboard course management system.

Descriptions of major assignments and examinations:

- *Exams*. Through exams, I will test your retention of key concepts, and your ability to apply concepts to problems or more theoretical questions. There are basic facts to be learned and retained through memorization, but this is not the only interpretation of learning, or even the best interpretation of what it means to learn. For this reason, my exams will require you to apply key concepts that have been repeatedly explained, explored and applied throughout the semester, to broader questions. My exams will rarely have multiple choice or matching questions. There will be short essay questions and longer essay questions. More specific details, will be provided on our Blackboard course management system. **Dates of Examinations:** Midterm October 9; Final December 11.
- *Response Paper*. A response paper, “Comentario” in Spanish, is a critical response to an assigned reading or video. The most important facet of a response paper is its analytical nature. Please see my course handbook, “Manual de Trabajo”, posted on our Blackboard course management system, for a detailed discussion of a response paper and a sample response paper. **Deadlines:** September 4, September 27, October 23. All response papers are due on Blackboard by 11 AM on the due date.
- *Group Presentation*. In professional life, we are expected to work together effectively and prepare projects, reports and solutions to problems. My expectation that students work in groups reflects my belief that collaborative learning and problem solving are central to the

future success of my students. In this class, students will be expected to do original research, thoroughly comprehend the material and find effective ways of presenting this research to the rest of the class with visual support and thoughtful, purposeful organization. Groups will be composed of three students. The oral presentation will be no longer than twelve minutes. Multimedia presentations will be graded on clarity, organization, substance, spelling, creativity and effectiveness. More specific details, including a check-list and a rubric, will be provided on our Blackboard course management system. **Oral presentation dates:** November 15 and November 20.

Attendance: This policy only applies to live classes. Students are only allowed four absences, which is equivalent to two weeks of class. These excused absences are designed to accommodate medical emergencies, the observance of religious holidays, University approved sporting absences and family emergencies. No documentation or explanation is required for up to four absences. Upon the fifth absence, the student will receive 10 point deduction from his or her final grade. Upon the sixth absence, the student will receive a 15 point deduction from his or her final grade. Upon the seventh absence, the student will fail the class. Students who are regularly tardy will be called upon to meet with the professor. If tardiness becomes a recurring problem, the professor may assign attendance penalties in the form of counting each tardy as a half absence or a full absence.

Other Requirements: (1) You are required to bring your book and assigned readings to class. A classroom is a professional space and you want to make a good impression, regardless of your preparation or plans for participation. (2) You are required to follow the guidelines outlined in the document *Manual de Trabajo*, which is posted on our Blackboard course shell. This document outlines my teaching philosophy and explains, in great detail, my expectations.

Grading: The grade distribution is as follows: Midterm Exam (25%); Final Exam (25%); Presentation (20%); Response Papers [3] (30%). If students excel in participating in class, they can score enough points to be exempted entirely from their final exam, or receive a curve up to 25 points on their final exam. See Blackboard course management system for details. Students can check their progress on our Blackboard course management system or, if that is not available, they will be provided with a rubric and instructions on how to tally points gained and lost throughout the semester. It is the student's responsibility to monitor their grades and keep a grade tally.

Participation and Final Exam Curve: In weeks 2-7, and weeks 9-12 (total 10 weeks), I will assign discussion questions for us to explore in class. Students who turn in a typed up and thoughtfully prepared written responses for one review question for 9 weeks will be exempted from taking the final and get the equivalent of a 100 on that exam. Students who accomplish this for 8 weeks, will not be exempted from the final, but will get a 25 point curve on the final. Students who do it for 7 weeks will get a 20 point curve, and 6=15 curve, 5=10, 4=7; 3=5; 2=3. One assignment will not garner any curve points. Credit for the review question will only be provided, and counted toward the curve or exam exemption, if ALL of the following conditions are met: (1) It must be turned in on time, in class, on paper. Answers sent via email or turned in after class, will not count. No exceptions. (2) The length must be 200 words, excluding the question, the title and student name, etc. Responses that are 199 or 198 words long will not be counted. (3) The format of the response must correspond to the model provided on our Blackboard course shell. (4) The response must show substance and critical thinking (see *Manual de Trabajo* document on Blackboard for an explanation of what critical/analytical thinking is.) (5) No more than 50 words may be used in quotes from the text being discussed. Most of what the response says is in the words of the student. (6) Any response that is summary or excessively superficial will not count. (7) The response must be specific and indicate page numbers where relevant. **Please note:** Any phrase, sentence or idea that is plagiarized from

another source will result in all extra credit being revoked and the student being reported to the Office of Student Conduct at UTA.

Expectations for Out-of-Class Study. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 7-9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc. This expectation reflects the national “Carnegie Standard” as well as UT Arlington’s mission to promote excellence.

Make-up Exams: If a student misses the midterm exam, and I agree to a make-up, he or she may make up the exam in Week 11, on October 29. Missing the final will result in an incomplete unless the student’s cumulative grade up to the exam is less than a 75.

Grade Grievances: In attempting to resolve any student grievances regarding grades, it is the student’s obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling evidence shows discrimination, preferential treatment or procedural irregularities. If students wish to appeal, their request must be submitted in writing—on an appeal form available in departmental or program offices—to the department chair or program director. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are department chair or program director and then academic dean. However, before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of faculty. If the student does not find the committee’s decision acceptable, the student may appeal to the academic dean. The decision of the dean is final. Information specific to the procedures to be followed in each academic unit is available in the office of the academic dean. The dean of the college or school in which a student is enrolled, or the Executive Director of University College if the student has not declared a pre-major or major, has jurisdiction over the student’s program of study, degree requirements and all other academic matters including grievances. However, students taking a course in a college or school other than the one in which they are primarily registered are subject to the dean of the college or school in which the course is offered concerning the course and academic grievances regarding the course.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the

instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no

scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Librarian to Contact: Jody Bailey can assist you with research related questions. Her homepage is: <http://libguides.uta.edu/profile/jodybailey>

Course Schedule.

Some sessions will be conducted in online format. Unless noted on the chronology below, students will always be notified three weeks in advance if any course meeting will be substituted with an online module.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Christopher Conway

Week 1, August 23. Introduction to the Class/Los ríos profundos as a conceptual framework.
Los ríos profundos by José María Arguedas. [In class, Chapter 1, 1-21].

Week 2, August 28 and 30. Los ríos profundos as a conceptual framework, continued.
Tue/Thurs: Arguedas, continued. 22-90; 90-121.

Week 3, September 4 and 6. Los ríos profundos as a conceptual framework, continued.
Tu/Thurs: Arguedas, continued. 121-181; 182-205. **Assignment: Comentario 1 [September 4.]**

Week 4, September 11 and 13. Back to the Past: XVIth-Century Accounts of the Conquest.
Tu: Finish *Los ríos profundos*.
Thurs: El requerimiento, Selections from Bernal Díaz del Castillo, *Historia verdadera de la conquista de Nueva España*.

Week 5, September 18 and 20. Back to the Past: XVIth-Century Accounts of the Conquest, continued.
Tu: Bartolomé de las Casas, *Brevísima relación de la destrucción de Indias*.
Thurs: Indigenous accounts of the Conquest.

Week 6, September 25 and 27. The Conquistador Who Became an Indian.
Tu: Alvar Núñez Cabeza de Vaca, *Relación*. **Assignment: Comentario 2.**
Thurs: Cabeza de Vaca.

Week 7, October 2 and 4. The Conquistador Who Became an Indian. [Film in Class.]

Tu: Critical appraisals of Cabeza de Vaca I.

Thurs: Critical appraisals of Cabeza de Vaca II.

Week 8, October 9 and 11. Midterm Exam/Post-Conquest Indigenous Interpretations of the Conquest, XVIIth Century.

Tu: Exam.

Thurs: El Inca Garcilaso de la Vega, *Comentarios Reales*.

Week 9, October 16 and 18. Post-Conquest Indigenous Interpretations of the Conquest, XVIIth Century, continued.

Tu: Guaman Poma, *Nueva Coronica*...

Thurs: [The Romantics Interpret the Conquest, XIXth Century.] Poems by José María Heredia and Ignacio Rodríguez Galván.

Week 10, October 23 and 25. The Romantics Interpret the Conquest, XIXth Century.

Tu: Ignacio Manuel Altamirano, "Cuahtémoc." **Assignment: Comentario 3.**

Thurs: Ignacio Manuel Altamirano, to be announced.

Week 11, October 30 and November 1. Twentieth Century Versions.

Tu: Selected writings by J.C. Mariátegui.

Thurs: Octavio Paz, *El laberinto de la soledad*.

Week 12, November 6 and 8. Contemporary Film. [Film in class.]/Project Management

Commences. (Students begin reading, preparing and organizing for their group presentation.)

Tu and Thurs: Carlos Fuentes, "Chac-Mool" and Elena Garro, "La culpa es de los tlaxcaltecas."

Week 13, November 13 and 15. Project Management Class Meetings/Oral Presentations Begin.

(Students continue their project management on the 13th and are given time to work in class in their groups. The professor will do brief presentations on key aspects of the assignment. On the 15th, the first group of presentations will take place.)

Tu and Thurs: "Nuestros Indios" by Manuel González Prada and "to be announced."

Week 14, November 20. Group Oral Presentations on readings of Week 12 and 13.

Week 15, November 27 and 29. Key Themes and Critical Approaches to Transculturation.

Tu: Rigoberta Menchu. [online session.]

Thurs: Rigoberta Menchu/David Stoll. [online session.]

Week 16, December 4. Review.

FINAL EXAMINATION: December 11, 11AM-1:30 PM.