

**SPAN 5314 (001): “Civilization and Barbarism”
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:

SPAN5314 – Topics in Spanish-American Literature and Culture to Modernism: Topics may include: Colonial Spanish-American literature and culture, pre-modern Spanish-American literature and culture, Spanish-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.

Topic for Fall 2012: “Civilization and Barbarism.” Under this broad theme, we will conduct a broad survey of key works from the M.A. Reading List in Spanish, spanning the period of the sixteenth century to the twentieth century. (Our work on the twentieth century will be limited to two weeks only; the bulk of the course is pre-1900.) The theme of Civilization and Barbarism designates an ideological formulation made famous by Domingo Faustino Sarmiento in 1845 with the publication of a book called *Facundo*. This formulation became a dominant framework for elite writers to promote progress and denigrate actors and cultural forms that they considered to be ‘barbaric.’ It’s a juxtaposition that has been used to contrast Europe/America; White/Indian; Upper class/Lower class and others. We will adopt the framework of Civilization and Barbarism not because we agree with its ideology (it’s elitist, and more often than not racist) but because it is a historically significant ideology that will be helpful in organizing our thinking about Latin American literature and culture. At the heart of the formulation by Sarmiento is a distinction between self and other, an opposition between competing ethnicities and identity formations. Therefore, we can use the frame to study any literature in which two forms of cultural identity coexist or clash. All of our readings, in some form or fashion, express this encounter.

Student Learning Outcomes:

1. Students master a general outline of Latin American literary history from the sixteenth century to 1900 in order to classify works of literature by period and properly contextualize their analysis of individual works.
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 utilize advanced, library based research skills in order to research a problem and make informed arguments.
5. 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 books *Early Spanish American Narrative* by Lindstrom and *Los ríos profundos* by Arguedas are available at the bookstore.

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 16; Final December 11, 8:15 PM.
- *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 25, November 6.
- *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 date:** November 20.

Attendance: Students are only allowed two absences or a total of six hours of absence, 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 two absences. Upon the third

absence, the student will be called upon to meet with the professor about whether or not they should remain in the class. Any student with three absences or more will receive a 10 point deduction from their final grade.

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 (15%); Response Papers [3] (30%); Participation (5%) .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.

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, in which case the student will receive a 0 on the exam.

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: [Suggested language] 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.

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.

*Lindstrom and Arguedas books are at the bookstore. Other readings will be made available via electronic reserve. See Blackboard course management system for information.

** If any student in this course has previously taken it with me before when it was presented with a different topic, he or she will be held accountable to an amended syllabus titled "Addendum to SPAN 5314 Syllabus."

Week 1, August 28. *Facundo* as a conceptual framework.

Week 2, September 4. *Facundo* as a conceptual framework, continued. Fowler: reading to be announced. **Assignment 1: Comentario.**

Week 3, September 11. Civilization and Barbarism in the Conquest. El requerimiento, Bernal Díaz del Castillo and Bartolomé de las Casas. Lindstrom, *Early Spanish American Narrative*, Chapter 1.

Week 4, September 18. Civilization and Barbarism in the Conquest, continued. Alvar Núñez Cabeza de Vaca. Bruce Novoa: “Shipwrecked in the Seas of Signification: *Cabeza de Vaca's* La Relacion and Chicano Literature.”

Week 5, September 25. Teaching Republican Values: José Joaquín Fernández de Lizardi. *El Periquillo Sarniento* (selections) by Lizardi. Nancy Vogeley, “Introduction” to *The Mangy Parrot*; Lectura se anunciará. **Assignment 2: Comentario.**

Week 6, October 2. Teaching Republican Values: José Joaquín Fernández de Lizardi. *Don Catrín de la Fachenda* by Lizardi. Lectura secundaria se anunciará.

Week 7, October 9. Civilization and Barbarism in Argentina. “El matadero” by Esteban Echeverría and *Martín Fierro* (selections) by José Hernández. Lindstrom: Chapter 3; Lee Skinner: “Carnality in ‘El matadero.’”

Week 8, October 16. EXAM.

Week 9, October 23. Civilization and Barbarism in Mexico. *El Zarco* by Altamirano. Fowler: lectura se anunciará; Lindstrom: 153-158; Christopher Conway: “El libro de las masas: Ignacio Manuel Altamirano y la novela nacional.” **Topics and groups for Oral Presentations assigned.**

Week 10, October 30. Refiguring Civilization and Barbarism. “Las genialidades de la Perricholi” by Ricardo Palma; “Nuestra América” by José Martí; “A Roosevelt” and “Yo Soy Aquel” by Rubén Darío. Christopher Conway: “Ni salvajes ni sietemesinos: la restauración de la masculinidad en *Nuestra América*”; Lindstrom: Chapter 5.

Week 11, November 6. Civilization and Barbarism Dismantled. *Los ríos profundos* by José María Arguedas. Lectura secundaria se anunciará. **Assignment: Comentario 3.**

Week 12, November 13. Civilization and Barbarism Dismantled. *Los ríos profundos* by José María Arguedas.

Week 13, November 20. Oral Presentation Workshop.

Week 14, November. Oral Presentations.

Topics (will be assigned by professor early on October 23.)

Sor Juana Inés de la Cruz

Alonso de Ercilla

José María Heredia

José Martí

José Asunción Silva

Indigenismo

Lindstrom Chapter 2 and Chapter 6.

Week 15, December 4. Review.

Final Exam is December 11, 8:15-10:45