

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

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**Time and Place of Class Meetings: Tuesdays 5-7:50; PH 200**

**SPAN 5314** – 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 Spring 2014** “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, *Naufragios* by Cabeza de Vaca, *Don Catrín de la Fachenda* by Fernández de Lizardi, and *El zarco* by Altamiriano available at the bookstore. Students are responsible for securing a copy of *Los ríos profundos* by Arguedas in the library or online at a store such as Amazon.

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/or longer essay questions. More specific details will be provided on our Blackboard course management system. Dates of Examinations: Midterm March 3 5PM; Final May 12, 5 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: January 27, February 17, April 7.

- 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. The oral presentation will be no longer than 15 minutes. Multimedia presentations will be graded on clarity, organization, substance, spelling, creativity and effectiveness. Oral presentation date: April 28.

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: 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

Grading: The grade distribution is as follows: Midterm Exam (25%); Final Exam (25%); Presentation (15%); Response Papers [3] (30%); Participation (5%) .

## DESCRIPCIÓN DE LA NOTA

**1. Participación (5%).** Esta clase está diseñada a modo de seminario, por lo tanto se espera que cada estudiante venga y participe activamente en la discusión. De modo que el estudiante deberá haber leído y analizado todo el material asignado, trayendo a clase preguntas, comentarios y propuestas con respecto a éste. Debido a la importancia de la participación, se espera la asistencia constante del estudiante a clase. Sin embargo, reconociendo cualquier eventualidad que pueda ocurrir a lo largo del semestre, se permitirá un máximo de dos ausencias. Cualquier ausencia por encima del límite aceptado tendrá como consecuencia la rebaja inapelable en una letra de la nota final (10%). Se espera que cada estudiante llegue a clase a tiempo y listo/a para empezar la discusión. Debido que las llegadas tardes a clase interrumpen la clase, cada tres llegadas tardes contarán como una ausencia.

La nota por participación incluye la participación oral diaria, la asistencia y en algunos casos, la preparación de las preguntas de discusión. OJO!: La asistencia perfecta no se iguala a una buena nota. Se espera un alto grado de participación de los / las estudiantes, incluyendo de los tímidos / las tímidas. Es necesario leer y preparar la tarea antes de la clase para poder alcanzar un alto nivel de participación oral. Todos los días se dará una nota por la participación oral que se basará en lo siguiente:

- A: 4 Demuestra preparación total, maestría de la materia. Conversa sin titubear, con un entendimiento pleno de la materia.
- B: 3 Se presenta voluntariamente muchas veces. Demuestra preparación y contribuciones bastante bien pensadas.
- C: 3 Se presenta voluntariamente de vez en cuando. No demuestra preparación cuidadosa.
- D: 1 No habla o habla sólo cuando se le pide
- F: 0 Ausente

**2. Comentarios [3] (30%).** A lo largo del semestre los estudiantes escribirán 2 ensayos breves que incorporarán un acercamiento crítico al texto. Se tiene que entregar en clase los días asignados en el sílabo y a veces la profesora elegirá a unos estudiantes al azar para compartir sus reacciones. Si no llega a tiempo, el estudiante recibirá un cero. El propósito de estos ejercicios es tanto practicar destrezas de la redacción crítica en español como empezar a sintetizar ideas sobre los textos primarios, las lecturas secundarias y las discusiones en clase. Cuando sea apropiado la profesora responderá a las reflexiones del estudiante. \*\*\*\* La gramática, la organización y el contenido SIEMPRE se tomarán en cuenta al asignar la nota.

**3. Exámenes (2) (50%).** El estudiante deberá contestar dos exámenes cuyo objetivo será que el alumno demuestre su manejo y conocimiento del material discutido, términos críticos, conceptos y contexto histórico relacionado con el material de la sección a la que corresponda el examen. Los detalles sobre estos dos exámenes se entregarán al estudiante por lo menos una semana antes de la fecha del examen. El propósito de estos exámenes es preparar al estudiante para el examen de maestría. OJO: Algunos estudiantes tendrán la oportunidad de escribir un trabajo de investigación en vez del examen final. Esta opción se explicará más en detalle en la segunda mitad del semestre.

**4. Informe oral (15%).** Cada estudiante deberá hacer una presentación oral de aproximadamente 15 minutos. Las presentaciones se programarán en varios momentos a lo largo del semestre. El propósito es hacer una lectura crítica del artículo asignado para ese día. Esta crítica incluirá un resumen de los argumentos más importantes del artículo y luego un comentario crítico sobre dichos argumentos. La calificación se basará en los siguientes elementos: el uso correcto del idioma (gramática, vocabulario), la creatividad, la claridad de presentar las ideas y la habilidad de hacer preguntas bien formuladas a la clase (para comenzar la discusión del artículo asignado).

#### **NOTA IMPORTANTE:**

**Fechas de entrega:** Es la responsabilidad del estudiante hacer los arreglos pertinentes para entregar sus trabajos a tiempo. Preste atención a las fechas en el itinerario antes de hacer cualquier arreglo de viaje. No se harán excepciones ni se cambiará la fecha de entrega de ningún trabajo ni de exámenes a estudiantes en particular. Cada trabajo se debe entregar al principio de la clase el día asignado en el itinerario. La profesora NO acepta trabajos tardes y el estudiante recibirá un ZERO si entrega un trabajo después de la clase. Debido a las complicaciones con el correo electrónico, la profesora no acepta trabajos entregados por correo electrónico sin arreglos de antemano.

#### **UNIVERSITY POLICIES:**

**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/aao/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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses 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.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. 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.

**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 an online 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.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, [which is located on the first floor of the building. Go down the stairs and make a right.](#) When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Librarians to Contact:**

[Jody Bailey](#) 817-272-7516 [jbailey@uta.edu](mailto:jbailey@uta.edu)  
[Ann Hodges](#) 817-272-7510 [ann.hodges@uta.edu](mailto:ann.hodges@uta.edu)

**Classroom Comportment Policy:** Students should come to class prepared with their textbooks or assigned reading and maintain a respectful disposition toward the learning process. Sleeping during class, texting, and otherwise disrupting class is not acceptable behavior in a University environment. \*\*By staying in this course, students acknowledge that they have received, read, understood and accepted the terms of this syllabus.

**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.—Dr. Amy Austin

\*Lindstrom, Cabeza de Vaca, Fernández de Lizardi, Altamiriano 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, January 20** *Facundo* as a conceptual framework. En clase: *Facundo* by Juan Domingo Sarmiento (Chapter 2: Originalidad y caracteres argentinos).

**Week 2, January 27.** . Civilization and Barbarism in the Conquest. *El requerimiento*, Bernal Díaz del Castillo and Bartolomé de las Casas. Lindstrom, *Early Spanish American Narrative*, Chapter 1. Patricia Seed: “Ceremonies of Possession in Europe’s Conquest of the New World” **Assignment 1: Comentario.**

**Week 3, February 3.** Civilization and Barbarism in the Conquest, continued. *Naufragios* by Alvar Núñez Cabeza de Vaca; Bruce Novoa: “Shipwrecked in the Seas of Signification: Cabeza de Vaca's *La Relacion* and Chicano Literature.”

**Week 4, February 10.** Civilization and Barbarism for Sor Juana Inés de la Cruz

(selections). Ryan Prendergast: Constructing an Icon: The Self-Referentiality and Framing of Sor Juana Inés de la Cruz.”

**Week 5, February 17.** Civilization and Barbarism for Sor Juan Inés de la Cruz cont. (selections). Josephina Ludmer: “Tretas del débil” **Assignment 2: Comentario.**

**Week 6, February 24.** Teaching Republican Values: José Joaquín Fernández de Lizardi. *Don Catrín de la Fachenda* by Lizardi. Lectura secundaria se anunciará.

**Week 7, March 3. EXAM**

**Week 8, March 17.** 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 9, March 24.** 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, March 31.** 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, April 7.** Civilization and Barbarism Dismantled. *Los ríos profundos* by José María Arguedas. Lectura secundaria se anunciará. **Assignment: Comentario 3.**

**Week 12, April 14.** Civilization and Barbarism Dismantled. *Los ríos profundos* by José Arguedas.

**Week 13, April 21.** Oral Presentation Workshop.

**Week 14, April 28. Oral Presentations.**

Topics (will be assigned by professor early on March 24)

Alonso de Ercilla

José María Heredia

José Martí

José Asunción Silva

Indigenismo

Lindstrom Chapter 2 and Chapter 6.

**Week 15, May 5. Review.** Course Evaluations.

**Final Exam is May 12, 5-7:50PM**