

SPAN 4000: COLONIAL SPANISH AMERICA

Monday & Wednesday 2:00-3:15 PM
University Hall, Room 100

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Office Hours
M/W: 3:15-4:30
& by appointment

What this course is all about:

“In fourteen hundred ninety-two Columbus sailed the ocean blue.” If you’re like many students in the United States, you were probably introduced to this rhyme in elementary school, and it’s possible that your experience with Spanish American history ended there. Nonetheless, the importance of the Spanish language and the prominence of Hispanic culture in the United States are growing like never before, and our relationships with our neighbors to the south are becoming more and more relevant. In this course, you will have the opportunity to learn about the past and at the same time make connections to the present. Certain questions that we’ll discuss throughout the semester include:

- Did Columbus really “discover” anything, and how was his “discovery” received in Europe?
- Who were the native peoples that the Spaniards encountered in the New World, and how were their lands conquered?
- What was the role of slavery in Spanish America?
- What do terms like “Hispanic” and “Latin American” actually mean?
- How did Spain manage to exert so much cultural and political influence over such a large area of land?
- When, how, and why did the Spanish American colonies declare independence?

On a basic level, this course will be an introduction into the society and culture of colonial Spanish America. You will analyze various primary sources written in Spanish that will give particular insights into the lives of people at all levels of colonial society. On a deeper level, you will become critical readers of the past, and learn how to approach historical documents as literary texts and products of a particular cultural environment. This way, you will challenge common assumptions and preconceived notions about colonialism and Spanish America, from the arrival of Columbus to the Spanish-American War and beyond. You will examine how cultural and racial diversity in the Americas led to the creation of a hybrid culture that continues to thrive today. You will also consider the various socio-political factors in the first worldwide empire that led to the creation of a particular Spanish American consciousness, ultimately ending in independent states. By doing all of this, you will hopefully gain a richer understanding of the origins of Latin American history and culture while also learning how to be a stronger analyzer of historical writings and question the foundations of social power.

What you’ll learn and do in this course:

- Practice and improve spoken and written Spanish language skills and reading comprehension and analysis through constant writing, discussions, and reflections
- Analyze the origin of institutions of power in colonial Spanish America and think critically about their later implications in society
- Develop and enhance reading and interpretation abilities to gain a deeper understanding of what is being said – or omitted – in historical and literary texts

- Compare and contrast various aspects of Spanish- and English-American society to broaden our understanding of the interconnectedness of the US and the Hispanic world today
- Discuss and dispel common misunderstandings that emerge from cultural disconnects between the US and Spanish America to gain cultural competence
- Consider how the literature and history of colonial Spanish America can be related to the contemporary US and your own life with a reflective e-Portfolio

How you'll learn:

E-Portfolio (15%): The e-Portfolio is your chance to document and reflect on your learning process throughout the semester. In it, you will consider a particular aspect of colonial society that interests you and produce a comparative research-based project through the semester. You will also use it as a reflection space, in which you will document your learning process, look back at your work and development in cultural competence, and set goals for further development.

Student-Led Course Discussion (10%): An important part of this course is learning how to critically read and analyze historical and literary works of the colonial time period. With that in mind, you will work with a partner to do a brief presentation in Spanish on a scholarly article about a primary text from the course syllabus that will focus on colonialism and the historical narrative. You will give a brief analysis of the primary text in which you present the socio-historical context in which it was written, and then highlight the arguments that the article makes. Afterwards, you will lead a course discussion in which you give classmates questions that will help everyone to gain a deeper understanding of the readings and think critically about central themes in the text as related to what we've learned so far in the course.

Compositions (20%): There will be **two** out-of-class compositions written in Spanish through the semester. For each composition, you will be given two essay questions to consider and will choose one. You should write about 700 words for this essay, and may utilize any source used in the course (no outside sources). The purpose is not to conduct a research paper, but rather to allow you to apply critical and analytical thinking skills and demonstrate your understanding of the material we've covered in class. To write a successful essay, you will have to argue your point with a strong argumentative style and specific examples.

Mid-Term and Final Exam (40%): There will be a mid-term and a final exam in the course. The exams are designed to assess your content knowledge and understanding of the course material. They will consist of two sections: a brief identification section and a short essay section. In the brief identification section, you will be given twelve subjects, and have to identify ten of them with brief (three- to four-sentence) descriptions, explaining their historical, literary, and/or social significance. In the short essay section, you will be given three essay questions, and have to respond to two of them with an analysis of 250-350 words.

Attendance & Participation (10%): You are expected to actively engage in all aspects of the course. Classes will be largely discussion-based, and therefore your attendance, daily preparation, and active participation in class will not only contribute to your learning, but are also important factors in determining your grade. The course will be instructed in Spanish and you should try to speak only in Spanish during each class. This is a flipped classroom, which means you read before class sessions and will be expected to actively engage in discussion during class time. I will assess your participation on a daily basis. You should bring any assigned reading to class each day.

Pop Quizzes (5%): Pop quizzes will be administered throughout the semester. The quizzes are designed to get you in the habit of being prepared and engaged for every lesson, as well as helping you to review material recently covered. As such, you should be better prepared and more confident going into the exams and compositions (hopefully) without the added stress of cramming.

Texts:

There are two required textbooks that we will consult throughout the course:

- Burkholder, Mark A. & Lyman L. Johnson. *Colonial Latin America*. New York: Oxford University Press, 2010.
- Adorno, Rolena. *Colonial Latin American Literature: A Very Short Introduction*. New York: Oxford University Press, 2011.

The rest of the course readings will consist in articles and chapters that will be made available on Collab.

* *CLA* = *Colonial Latin America*, Burkholder & Johnson; *CLAL* = *Colonial Latin American Literature*, Adorno

Date	What we'll explore and what you'll accomplish	Texts we'll discuss	Reminders for next class...
<i>How did it all begin?: From First Encounters to Conquest</i>			
1/17	What is history? What is literature? What is "Latin America"?	<ul style="list-style-type: none"> • Hayden White, "The Historical Text as Literary Artifact" • Rolena Adorno, "Introduction," <i>Colonial Latin American Literature</i> (1-11) 	<i>Create e-Portfolio on WordPress</i>
1/22	What was the world like in 1491?	<ul style="list-style-type: none"> • "America, Iberia, and Africa Before the Conquest," <i>CLA</i> (1-48) • Matthew Restall & Felipe Fernández Armesto "A Great Many Hardships," (15-23) in <i>The Conquistadors: A Very Short Introduction</i> • Reading early modern Spanish: selection from <i>Lazarillo de Tormes</i> 	<i>Reading Check Cultural Investigation Project: Initial Reflection</i>
1/24	What did Columbus "discover": The "invention" of America <i>e-Portfolio: Initial Reflection due</i>	<ul style="list-style-type: none"> • Christopher Columbus, "Carta a Luis Santángel," "Relación del tercer viaje" • "First Encounters, First Doubts," <i>CLAL</i> (12-20) • Edmundo O'Gorman: "La invención de América" (Selections) 	
1/29	How did the Spaniards conquer the New World?: Settlement and (Re)Conquest	<ul style="list-style-type: none"> • John Elliott, "Reconquest and Conquest" (Selection), <i>Imperial Spain</i> (58-68) • "The Age of Conquest," <i>CLA</i> (52-91) 	<i>Reading Check</i>
1/31	What happened to the Aztecs?: The Conquest of Mexico	<ul style="list-style-type: none"> • Hernán Cortés, "Segunda carta de relación" • Anonymous indigenous accounts, <i>Visión</i> 	

		<p><i>de los vencidos</i> (Selections)</p> <ul style="list-style-type: none"> • “The Conquest of Mexico,” <i>CLAL</i> (42-56) 	
2/5	Who were the Conquistadors?	<ul style="list-style-type: none"> • Álvaro Núñez Cabeza de Vaca, <i>Naufragios</i> (Selections) • Bernal Díaz del Castillo, <i>Verdadera historia de la conquista de la Nueva España</i> (Selections), • Restall & Fernández Armesto, “To Give an Account of Who I am” 	<i>Reading Check</i> <i>Cultural Investigation</i> <i>Project Proposal</i>
2/7	Is there such thing as a “just war”? The “Polemics of Possession” <i>e-Portfolio:</i> <i>Cultural Investigation</i> <i>Project Proposal</i> <i>due</i>	<ul style="list-style-type: none"> • Fray Bartolomé de las Casas, <i>Brevisima relación de la destrucción de las Indias</i> (Selections) • Rolena Adorno, “The Polemics of Possession in Spanish American Narrative” • Elliott, from “Reconquest and Conquest,” (69-76) • “El requerimiento,” https://es.wikisource.org/wiki/Requerimiento 	
<i>What happened next?: Spain and its Worldwide Empire</i>			
2/12	The masterpiece of a Renaissance man: Epic praise or condemnation?	<ul style="list-style-type: none"> • “Ruling New World Empires,” <i>CLA</i> (94-122) • Alonso de Ercilla, <i>La Araucana</i> (Selections) • “Epic Accomplishments,” <i>CLAL</i> (63-68) • Ricardo Padrón, “Between Scylla and Charybdis,” in <i>The Spacious Word</i> 	<i>Reading Check</i>
2/14	What was the link between culture and power in colonial Spanish America?	<ul style="list-style-type: none"> • Ángel Rama, “La ciudad letrada,” (Selections) • El Inca Garcilaso de la Vega, <i>Comentarios reales</i> (Selections) • D.A. Brading, “The Incas and the Renaissance: The Royal Commentaries of Inca Garcilaso de la Vega” 	<i>Sources & Outline for Cultural Investigation</i> <i>Project</i>
2/19	What was life like in the world’s first multiracial society? <i>e-Portfolio:</i> <i>Sources & Outline for Cultural Project</i> <i>due</i>	<ul style="list-style-type: none"> • “Population and Labor,” <i>CLA</i> (123-154) • Charles Mann, “Crazy Soup” in <i>1493: Uncovering the New World Columbus Created</i> (281-328) • Alonso de Sandoval, “Tratado sobre la esclavitud” (Selections) • Don Alonso de Illescas, “Carta de don Alonso de Illescas, negro que está en las Esmeraldas” 	<i>Reading Check</i>
2/21	What was the Spanish American Baroque? (I): Spain and the height of its	<ul style="list-style-type: none"> • “Urban Baroque,” <i>CLAL</i> (77-94) • Bernardo de Balbuena, <i>La grandeza mexicana</i> (Selections) • Dennis Flynn & Arturo Giráldez, “Born 	

	empire	with a Silver Spoon: The Origin of World Trade in 1571” <i>Composition 1 questions distributed</i>	
2/26	What was life like for women in colonial Spanish America?	<ul style="list-style-type: none"> • “The Family and Society,” <i>CLA</i> (225-247) • Sor Juana Inés de la Cruz, “Hombres necios que acusáis,” “Respuesta a Sor Filotea,” • Catalina de Erauso, <i>Historia de la Monja Alférez, escrita por ella misma</i> (Selections) 	<i>Reading Check</i>
2/28	Mid-Term Exam (Composition 1 due)		
3/5		Spring Break	
3/7		Spring Break	
How did the Spanish Empire become “Spanish America”?			
3/12	What was the Spanish American Baroque? (II): Decadence and decline of the Spanish Empire	<ul style="list-style-type: none"> • Adorno, “Baroque Plenitude,” <i>CLAL</i> (95-110) • Sor Juana “Este, que ves, engaño colorido” • Luis de Góngora, “Mientras por competir con tu cabello” • Juan del Valle y Caviedes (Selections) 	<i>Reading Check</i>
3/14	Creole culture in Spanish America: Emerging identities or cultural appropriation?	<ul style="list-style-type: none"> • Anna More, <i>Baroque Sovereignty</i> (Selections) • Carlos de Sigüenza y Góngora (Selections) • Sor Juana Inés de la Cruz, “Loa para el Divino Narciso,” “Asunción 1676” 	<i>Cultural Investigation Project Post 1</i>
3/19	Guaman Poma’s <i>Corónica</i> : Cultural assimilation or cultural defiance? e-Portfolio: Cultural Investigation Project Post 1 due	<ul style="list-style-type: none"> • The Social Economy: Societies of Caste and Class,” <i>CLA</i> (194-224) • Felipe Guaman Poma de Ayala, <i>Nueva corónica y buen gobierno</i>, (Selections) • Ralph Bauer, “‘EnCountering’ Colonial Latin American Indian Chronicles: Felipe Guaman Poma de Ayala’s History of the ‘New’ World” 	<i>Reading Check Peer Review of Post 1</i>
3/21	What happens when an empire is spread too thin?: The Pueblo Revolt e-Portfolio: Peer Review Post 1	<ul style="list-style-type: none"> • David Weber, “Exploitation, Contention, and Rebellion,” in <i>The Spanish Frontier in North America</i> (90-108) • Carlos de Sigüenza y Góngora, “Mercurio volante” 	
3/26	What were the missions and who were the	<ul style="list-style-type: none"> • “Imperial Expansion,” <i>CLA</i> (298-354) • Fray Junípero Serra, writings 	<i>Reading Check</i>

	missionaries?	<p>(Selections)</p> <ul style="list-style-type: none"> • José María Amador, <i>Memorias sobre la historia de California</i> (Selections) 	
3/28	What was the Enlightenment?	<ul style="list-style-type: none"> • John Robertson, <i>The Enlightenment: A Very Short Introduction</i> (Selections) • Karen Stolley, “The Eighteenth Century: Narrative Forms, Scholarship, and Learning,” in <i>Cambridge History to Latin American Literature</i> • Benito Jerónimo Feijoo, “La voz del pueblo” • Eugenio de Santa Cruz y Espejo, (newspaper article) • Francisco de Goya, “Los caprichos” (various sketches) 	
4/2	How did the Enlightenment lead to Revolution?: France, Haiti, and the United States in perspective	<ul style="list-style-type: none"> • Thomas Jefferson, United States Declaration of Independence: http://www.let.rug.nl/usa/documents/1776-1785/the-final-text-of-the-declaration-of-independence-july-4-1776.php • Marquis de Lafayette, Declaration of the Rights of Man and of the Citizen: https://en.wikisource.org/wiki/Translation:Declaration_of_the_Rights_of_Man_and_of_the_Citizen • Jean-Jacques Dessalines & Boisrond-Tonnerre, Haitian Declaration of Independence: https://today.duke.edu/showcase/haitideclaration/declarationstext.html 	<i>Reading Check</i>
4/4	How did the French Revolution affect the Spanish Empire?: Napoleon and the Spanish War of Independence	<ul style="list-style-type: none"> • “Crisis and Political Revolution,” <i>CLA</i> (357-370) • Spanish Constitution of 1812: “De la Nación española y de los españoles,” “Del territorio de las Españas...,” • Francisco de Goya, “Los desastres de la guerra” (various sketches) 	<i>Cultural Investigation Project Post 2</i>
4/9	How did they not see this coming?: Foreshadowing independence <i>e-Portfolio: Cultural Investigation Project Post 2 due</i>	<ul style="list-style-type: none"> • “On to Independence,” <i>CLAL</i> (110-126) • Francisco Javier Clavijero, <i>La historia antigua de México</i> (Selections) • Andrés Bello, “Alocución a la poesía,” “Oda a la agricultura de la zona tórrida” • Fray Servando Teresa de Mier, “Nota undécima de la segunda carta de un Americano”: https://docs.google.com/viewer?url=http%3A%2F%2Fcdigital.dgb.uanl.mx%2F1a%2F1080121754%2F1080121754_35.pdf 	<i>Reading Check Peer Review of Post 2</i>

4/11	How did “New Spain” become an independent Mexico? <i>e-Portfolio: Peer Review Post 2</i>	<ul style="list-style-type: none"> • Mexican Declaration of Independence: https://en.wikisource.org/wiki/Translation:Declaration_of_the_Rights_of_Man_and_of_the_Citizen • José María Morelos y Pavón, “Sentimientos de la Nación” • José Joaquín Fernández de Lizardi, <i>El Periquillo Sarniento</i> (Selections) 	
4/16	How did South America achieve independence and what was the United States’ reaction?	<ul style="list-style-type: none"> • “From Empire to Independence,” <i>CLA</i> (372-390) • Simón Bolívar, “Carta de Jamaica” • James Monroe, Seventh State of the Union Address (The Monroe Doctrine) 	<i>Reading Check</i>
4/18	What was “Manifest Destiny”? The Mexican-American War	<ul style="list-style-type: none"> • John O’ Sullivan, “Annexation” • Ignacio Ramírez or Manuel Payno (Selections) • Peter Guardino, “In the Name of Civilization and with a Bible in Their Hands” 	
4/23	What about the Caribbean?: Cuba and Puerto Rico yearn for independence	<ul style="list-style-type: none"> • Jose Martí, “Nuestra América,” “Versos sencillos (I),” “La República española ante la Revolución cubana” • Ramón Emeterio Betances, “Diez mandamientos de los hombres libres” 	<i>Cultural Investigation Project Post 3</i>
4/25	As the <i>Maine</i> went: What really happened in 1898? <i>e-Portfolio: Cultural Investigation Project Post 3 due</i>	<ul style="list-style-type: none"> • “Epilogue,” <i>CLA</i> (392-402) • Louis A. Pérez, Jr., “The Meaning of the <i>Maine</i>: Causation and the Historiography of the Spanish-American War” • Political cartoons & articles from Spanish and US newspapers <p><i>Composition 2 questions distributed</i></p>	<i>Peer Review of Post 3</i>
4/30	Imperialism is over, but did colonialism end? <i>e-Portfolio: Peer Review of Post 3</i>	<ul style="list-style-type: none"> • Edward Said, <i>Culture and Imperialism</i> (Selections) • Final remarks, reflections, and discussion: A look beyond the 19th century 	<i>Final Reflection due (by 11:59 on 5/3)</i>
5/5	<i>Final Exam (Composition 2 due)</i> <i>e-Portfolio: Final Reflection due (by 11:59)</i>		