

DEPARTMENT OF SPANISH AND PORTUGUESE
THE UNIVERSITY OF TEXAS AT AUSTIN
SPN 328C/LAS 370S: Introduction to Literatures and Cultures
New World Sovereignities in Conflict
Professor César A. Salgado

Meets: MTuWThF 1-2:15
Unique Numbers: 82789/80964

Office Hours: TTh 2:15-3:30 or by appointment
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DESCRIPTION

This course is organized to give you a panoramic view of the role of culture in disputes over sovereignty in the Ibero-American world system. We want to see how the encounters between discrepant cultures, populations, belief systems, and epistemologies from indigenous America, Iberia, Europe, Africa, and Asia in the New World led to complex local and global struggles for sovereignty from 1492 to the present day.

We will see how the colonial, postcolonial and modern experience in the New World has put into question what sovereignty means throughout Western and non-Western history. We will consider several scenarios of conflict over New World sovereignty throughout the centuries: 1. Spanish colonizers vs. Taino inhabitants in the Caribbean of the late fifteenth century; 2. Aztecs vs. Conquistadors in Mesoamerica between 1519 and 1521; 3. Incas vs. Conquistadors in the Andes between 1532 and 1535; 4. European shipwreck survivors vs. First Peoples in mid-sixteenth century Texas; 5. Mendicant friars vs. *encomenderos* in disputes over the legality of the Conquest; 6. English pirates vs. criollo officials in the late seventeenth century Spanish Philippines; 7. Early forms of feminism vs. the patriarchal Church in Baroque New Spain; 8. independence rebels vs. royalists, conservatives vs. liberals in the new South American republics from 1810 to 1854; 9. Criollo revolutionaries and Afro-descendant abolitionists vs. slave owners and Spanish authorities in nineteenth century Cuba; 10. protests against United States military intervention in the Spanish-American War of 1898; and 11. revolutionaries leading uprisings against dictators in Mexico and Cuba in the twentieth century.

Discussion and analysis will focus on a selection of official and literary texts by influential authors and figures of the colonial, independence, and contemporary periods. We will also watch and discuss four Latin American films inspired by our texts and topics. The following issues will be addressed: literary production in contexts of ethnic and cultural conflict; the differentiation of New World literary expression in Spanish through the incorporation of lexicon, idioms, metaphors, and other elements from native languages; the growing tension and distancing between Peninsular and Spanish American criollo identities and ideals; the relationship between writing, power, and social status in colonial and postcolonial contexts; and the role of creative writing in the construction of new forms of national, community, and personal sovereignty during independence and after.

CLASS MATERIALS

Required documents and literary texts will be provided through Canvas Files.

Rolena Adorno & Roberto González Echevarría, *Breve historia de la literatura hispanoamericana* (ebook). Selected chapters will be provided through Canvas Files.

Films to be viewed online some Fridays at home:

1. *Cabeza de Vaca* (Nicolas Echevarría, dir., México 1991)
2. *Yo, la peor de todas* (María Luisa Bemberg, dir., Argentina 1990)
3. *Caudillos: Juan Manuel de Rosas, El Restaurador; La Generación de '37* (Gabriel Di Meglio, Argentina 2013)
4. *Cuba Libre* (Jorge Luis Sánchez, dir., 2015)

GRADING CRITERIA

Five 2-page weekly compositions	60%
Canvas Daily Homework	24%
Attendance and Participation	16 %

Compositions:

Five 2-page essays based on a provided list of topics covered in class each week will be the main writing requirement for this class. I will mark grammar mistakes, evaluate soundness of argument and analysis, and make stylistic annotations and suggestions on each of these. Each of these papers will receive a letter grade. You will have the opportunity to rewrite two of these short essays to improve your grade.

Homework:

You will be expected to respond briefly to daily informal questionnaires. Each questionnaire will consist of three or more questions. You only need to answer at least two in two or three sentences each.

This exercise is meant to confirm reading and film comprehension and inspire class discussion. I will post questionnaires under Canvas Discussions at the end of each class meeting. Answer are due the next class day at noon except on those Fridays when films are scheduled. These assignments will not be evaluated with a letter grade, but will count for homework points.

COURSE OUTLINE

Week 1

June 4 Th: Introduction to the Course: The Question of Sovereignty during the "Discovery" of the New World

Primary document: Cristobal Colón, "Diario de a bordo" (first paragraphs)

https://www.elhistoriador.com.ar/documentos/conquista_y_colonia/diario_de_a_bordo_de_cristobal_colon.php

Critical reading: "A Definition of Sovereignty (first part)" Stanford Encyclopedia of Philosophy online <https://plato.stanford.edu/entries/sovereignty/>

June 5 F: *Discovering and Occupying the New World: Columbus' Carta a Santángel*

Primary document:

Capitulaciones de Santa Fe (April 17, 1492)

Cristóbal Colón, *Diario de a bordo* (entries for October 12 & 13)

Cristóbal Colón, *Carta a Santángel* (1943)

Critical reading:

Rolena Adorno, sections on Colón y Fray Ramón Pané from *Breve historia*

Week 2

June 8 M: *Indigenous Sovereignty and Culture: The Belief System of the Taínos, First Peoples of the Caribbean*

Primary document:

Ramón Pané, *Relación acerca de las antigüedades de los indios* (1500). Brief individual comments on single chapters (sections I- XXVIII) will be assigned.

Recommended critical readings (optional):

José Arrom, "Fray Ramón, Pané, autor del primer libro escrito en las Indias"

Francisco Scarano, "Los taínos: Sociedad y cultura"

June 9 T: *Aztec vs. Iberian Imperial Sovereignities: Hernán Cortés' 1519 Arrival in Tenochtitlan*

Primary document:

Hernán Cortés, selections from *Segunda carta de relación* (1520)

Critical readings:

Rolena Adorno, chapter "La conquista de México" from *Breve historia*, focus on sections on Cortés (pgs. 56-59) and Bernal Díaz del Castillo (pgs. 62-65)

June 10 W: *Accounts of the Conquest of Tenochtitlan by a Former Foot Soldier and a Mestizo Writer*

Primary documents:

Bernal Díaz del Castillo, selections from *Historia verdadera de la Conquista de la Nueva España* (1632), chapters I, XXIX, XXXVII, LXXXVIII, LXXXIX, XCI

Fernando de Alva Ixtlixochitl's, chapter from *Historia de la nación chichimeca* (1600-1610), chapters LXXX, LXXXV

June 11 Th: *First Mestizo Writers Evoke the Fall of Inca Sovereignty in the Andes Region*

Watch at home before class online documentary "Sucedió en el Perú: El Tahuantinsuyo"

Primary texts:

El Inca Garcilaso de la Vega, selections from *Comentarios reales* (1609): "Proemio al lector," "Leyendas sobre el origen de los Incas," "Fuentes históricas," "La fortaleza del Cuzco" (Brief individual comments on single chapters--from sections I- XXVIII--will be assigned.)

Guamán Poma de Ayala, *Crónica y buen gobierno* (1615/1616), pgs. 279, 280, 282, 289

Critical reading:

Rolena Adorno, sections on el Inca Garcilaso de la Vega and Guaman Poma de Ayala from *Breve historia*,

Topics for Essay #1 distributed.

June 12 F: *Tales of Shipwreck and Captivity in the American Southwest*

Asynchronic home viewing of *Cabeza de Vaca*, a film by Nicolás Echevarría (1991)

<http://peliculasmaniac.com/video/nYpCoauwNV/Cabeza+de+vaca/> (Links to an external site.)

Week 3

June 15 M: *Tales of Shipwreck and Captivity in the American Southwest*

Primary text:

Alvar Núñez Cabeza de Vaca, selections from *Naufraios* (1542). Excepts, chapters XIII-XXVI

Secondary:

Rolena Adorno, chapter "Una odisea española en Norteamérica" from *Breve historia*

First essay due at 5PM (no extensions)

June 16 T: *Mendicant Friars Fight the Encomienda System: The Legal Battle Over the Custody of Indigenous Peoples*

Primary text:

Fray Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias* (1542)

Critical readings:

Rolena Adorno, pages on Bartolomé de las Casas in *Breve historia*

June 17 W: *The Splendors of the Baroque in 17th Century New Spain* /Virtual online visit to THE BENSON LATIN AMERICAN COLLECTION hosted by Adrian Johnson

Primary text:

Bernardo de Balbuena, selections from *La grandeza mexicana* (1604)

Critical reading:

Rolena Adorno, "Plenitud barroca", pages 109-22 in *Breve historia*

June 18 Th: *Piracy as a Challenge to Spanish Sovereignty: Alonso Ramírez's Tales of Misfortunes in Puerto Rico, Mexico and the Philippines*

Primary text:

Carlos de Sigüenza y Góngora, *Los infortunios de Alonso Ramírez* (1680). Read intro and chapters 1-5.

Topics for Essay #2 distributed

June 19 F: *Presenting Sor Juana Inés de la Cruz*

Asynchronic home viewing of *Yo, la peor de todas*, María Luisa Bemberg's 1995 film on Sor Juana

Week 4

June 22 M: *A Poet Nun Defends Her Intellectual Sovereignty in Viceregal Mexico: Discussion of Texts and Film*

Primary documents:

Sor Juana Inés de la Cruz, poems: "Hombres necios que acusáis," "En perseguirme, mundo"

Sor Filotea de la Cruz, "Amonestación a Sor Juana Inés de la Cruz"

Sor Juana, *Respuesta a Sor Filotea de la Cruz* (1691)

Critical reading:

Rolena Adorno, "Barroco urbano" pages 91-94; "Plenitud barroca," 113-117

Second essay due at 5PM (no extensions)

June 23 T: *Revolution and Enlightened Sovereignty: The Independence Wars in South America*

Primary document:

Simón Bolívar, Carta de Jamaica (1815), first part

June 24 W: Sublime Words from *El Libertador*. Romanticism as the Other Face of Bolívar's New World Republicanism

Primary Texts:

Simón Bolívar, Carta de Jamaica, second part

_____, "Mi delirio en el Chimborazo" (1819)

June 25: *Neoclassical vs. Romantic Ideals during the Early Independence*

Primary texts:

Andrés Bello, "Silva a agricultura de la zona tórrida" (first fifty verses)

José María Heredia, "En una tempestad"

Critical reading:

Roberto González-Echevarría, "La poesía del Romanticismo" from *Breve historia*

Topics for Paper #3 Distributed

June 26 F: The Rise of Dictatorships After Independence: The Case of Juan Manuel Rosas in Argentina

Asynchronic home viewing of two documentaries by Gabriel Di Meglio (Argentina 2013):

1. *Caudillos: Juan Manuel de Rosas El Restaurador* 2. *La Generación del '37*

Week 5

June 29 M: *Argentina's 19th Century Romantic Writers Denounce Juan Manuel Rosas*

Primary text:

Esteban Echevarría, "El matadero" (1839, 1871)

Paper #3 Due by 5PM (no extensions)

June 30 T: *Demonizing Rosas' Power Base: Domingo F. Sarmiento on Gaucho Culture*

Primary text:

D. F. Sarmiento, *Facundo o Civilización y barbarie* (1845), introduction and chapter II

July 1 W: *Slavery, Plantation Society, and Abolitionist Literature in Cuba after the Haitian Revolution*

Primary text:

Juan Francisco Manzano, Autobiografía de un esclavo (1840)

July 2 Th: *José Martí, Exile and Freedom Advocate in the First Cuban War of Independence (1868-78)*

Primary text:

José Martí, "El presidio político en Cuba" (1870)

Topics for Essay #4 distributed

July 3 F: U.S. Intervention in Cuba's Struggle for National Sovereignty, 1895-1898

Asynchronous home viewing of *Cuba Libre* (2015), a film by Jorge Luis Sánchez

Week 6

July 6 M: Writers of the Latin American Modernismo Movement Respond to the Spanish American War

Primary texts:

José Martí, "Nuestra América," "La verdad sobre los Estados Unidos"

Rubén Darío, poems: "El cisne" (1888), "Yo persigo una forma" (1896) "A Roosevelt" (1905)

Critical reading:

Roberto González Echevarría, "La poesía del modernismo" from *Breve historia*

Fourth composition due at 5PM (no extensions)

July 7 T: Rural Revolt and the Manifestos of the Mexican Revolution. Francisco Madero challenges the Porfiriato.

Primary text:

Plan de San Luis Potosí (1910)

July 8 W: Rural Revolt and Land Sovereignty According to Emiliano Zapata and Pancho Villa

Primary text: Plan de Ayala (1911)

July 9 Th: Origins of The Cuban Revolution: Fidel Castro's First Manifesto

Primary text: Fidel Castro, selections from *La historia me absolverá* (1953)

Topics for Essay #5 Distributed

Course Evaluations Online

Fifth Paper Due on Saturday June 11 at 5:00 PM

Make-up Policy. If you fail to turn in homework and essays on the dates due, you lose the full points, regardless of reason or cause. Only serious illness or accident or a fully documented family emergency will count as a valid excuse.

Students with Disabilities. The instructor will make himself available to discuss appropriate academic accommodations for students with a disability. These students may be required to provide documentation from the Office of the Dean of Students-Services for Students with Disabilities.

Religious Holidays. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holiday. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holiday, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Situations (not applicable to online instruction): Familiarize yourself when you can with the following recommendations regarding emergency evacuations from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Academic Honesty: UT expects its students to abide to an Honors Code that forbids any mode of plagiarism in written assignments submitted as original work. You can familiarize yourself with these expectations by consulting this link: <http://catalog.utexas.edu/archive/2012-13/general-information/student-services/discipline/>