**Época colonial: Panorama literario | SPAN 3420**

martes y jueves 9:30-10:45 | <https://virginia.zoom.us/j/2182098063>

horas de consulta: 11-12 martes y jueves y por cita previa

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La historia de la época colonial influye en nuestro día a día. El sistema legal, el racismo sistémico y la manera en que narramos la historia de América, el territorio llamado Abya Yala por muchos pueblos indígenas, son productos de la invasión europea de 1492. En este curso estudiamos tales fenómenos históricos a través de un análisis literario de textos indígenas, africanos y europeos escritos en letra alfabética y contados en formas orales desde la época precolombina (siglo XIV) hasta el momento revolucionario del siglo XVIII. Al final del curso la/el estudiante podrá analizar poemas, relaciones y materiales de archivo; situar diversos textos en sus propios contextos históricos, y explicar sus interpretaciones literarias e históricas en un español escrito y hablado.

**Textos requeridos:**

*Voces de Hispanoamérica*, ed. Raquel Chang Rodríguez y Marta Filer (Cengage). 5ta edición. ISBN 978-1305584488 (versión electrónica o en papel)

Catalina de Erauso, *Historia de la Monja Alférez, Catalina de Erauso, escrita por ella misma*, ed. Ángel Estebal (Cátedra, 2011). ISBN 978-8437619569

**Black-, Indigenous-, and Latinx Owned Bookstores (una selección)**:

Duende District (tienda electrónica o pop-up: <https://www.duendedistrict.com/>)

Loyalty Bookstores (MD and DC: <https://www.loyaltybookstores.com/>)

Mahogany Books (Washington, DC: <https://www.mahoganybooks.com/>)

Massy Books (Vancouver: <https://www.massybooks.com/>)

Palabras Bilingual Bookstore (AZ: <https://www.palabrasbookstore.com/>)

WordUp Books (Washington, DC: <https://www.wordupbooks.com/>)

**Lectura y tareas:**

25 de agosto: introducción y orientación al curso; Horace Miner, “Body Ritual among the Nacirema,” *American Anthropologist* 58.3 (1956), 503-507 (pdf)

27 de agosto: Literatura maya: sección 1.1 y selecciones del *Popul Vuh* (*Voces*); Patricia Amlin, dir., *Popol Wuj* (1989: <https://www.youtube.com/watch?v=xNz76_4bbQU>).

1º de septiembre: Literatura nahua: sección 1.1 y la poesía (*Voces*).

3 de septiembre: Literatura nahua: filosofía y ciencia. James Maffie, *Aztec Philosophy*, selecciones: páginas 12-15, 185-187 (“Teotle as Olin”) y 196-199 (“Olli, Olin, Medicine, and Ritual”)

Presentación: 1.1: La tradición oral, los jeroglíficos, los nudos, los dibujos simbólicos y la escritura alfabética (*Voces*)

8 de septiembre: Literatura quechua e incaica: sección 1.1 y la poesía (*Voces*)

10 de septiembre: Literatura quechua e incaica: formas de saber. Sabine Hyland, “Cómo los quipus indican el ‘hanan y el urin’: Un estudio en la tridimensionalidad de textos hechos de cuerdas,” *Willka Nina* (2015): 36-38 (pdf); Sardis Rivera (CLAS 2020), “Khipu Inca-sistema de comunicación” (<https://www.youtube.com/watch?v=svfW2tgrmlc>).

15 de septiembre: Alfredo López Austín, ed., *Textos de medcina nahua* (UNAM 1984), selecciones (pdf)

17 de septiembre: Bernardino de Sahagún y sus informantes anónimos, *Historia general de las cosas de la Nueva España*, libro XII (la conquista de México), “Prólogo del autor,” “Al lector” y capítulos 29 (la gran peste) en la versión española y en náhuatl (pdf)

Presentación: 1.2-1.3: Tempranas influencias europeas – La representación de la nueva realidad (*Voces*)

22 de septiembre: Cristóbal Colón, sección 1.2, 1.4.1 y “Carta a Luis de Santángel” (V). Prueba #1.

24 de septiembre: Bartolomé de las Casas, secciones 1.2.1-1.2, sección 1.4.2 y *Historia de las Indias* (*Voces*). **Ensayo #1**.

29 de septiembre: Bernal Díaz del Castillo, secciones 1.3, 1.4.3 y *Historia verdadera de la conquista de la Nueva España* (*Voces*). Prueba #2.

1o de octubre: Camilla Townsend, *Malintzin’s Choices: An Indian Woman in the Conquest of Mexico* (U of New Mexico P, 2006), páginas 1-29 (pdf)

6 de octubre: *Dialogue with Europe, Dialogue with the Past: Colonial Nahua and Quechua Elites in Their Own Words*, ed. Justyna Olko, John Sullivan, and Jan Szemiński (U of Colorado P, 2018). Selecciones: Julia Madajczak, “Land Litigation, Tlatelolco, Mexico, 1558,” 74-84 y Agnieszka Brylak, “Testament of María Toztecayatl, Tlaxcala, Mexico, 1576/1600,” 144-149 (pdf)

8 de octubre: **Examen parcial**

13 de octubre: Orientación a los recursos bibliotecarios con Miguel Valladares Llata

15 de octubre: Orientation to Special Collections (David Whitesell) (in English)

20 de octubre: El Inca Garcilaso de la Vega, sección 1.6 y *Comentarios reales de los Incas* (*Voces*). Prueba #3.

Presentación 1.6:Los primeros escritores indoamericanos (*Voces*)

22 de octubre: Felipe Guaman Poma de Ayala, *Nueva corónica y buen gobierno* (pdf). **Ensayo #2**

27 de octubre: Peticiones de afroyucatecos y afrocubanos (Francisco de Aguilar, Isabel Toquero, José Maria Espinola y Juan Moreno) (pdf).

Presentación: 1.5: La presencia africana y el proceso de deculturación (*Voces*)

29 de octubre: pinturas de castas (pdf)

3 de noviembre: Catalina de Erauso, *La monja alférez* (1653), capítulos 1-3, 6-8, 10, 12

5 de noviembre: Erauso, *La monja alférez*, caps. 17-20, 26

10 de noviembre: Sor Juana Inés de la Cruz, secciones 1.5 y 1.7 y poesía: “Éste, que ves, engaño colorido”, “Rosa divina que en gentil cultura” (*Voces*). Prueba #4

Presentación: 1.7:El apogeo de la literatura colonial (s. XVII) (*Voces*)

12 de noviembre: Sor Juana, poesía: “Hombres necios que acusáis” (*Voces*). Prueba #5

17 de noviembre: Sor Juana, *La respuesta* (*Voces*).

19 de noviembre: María Luisa Bemberg, *Yo la peor de todas* (1991) (<https://www.youtube.com/watch?v=PTI7H1ohD2M>).

Presentación: Encuentro y pugna de diversos estilos (s. XVIII) (*Voces*)

24 de noviembre: Andrés Bello, sección 1.8.4, “Silva a la agricultura tórrida” y “Autonomía cultural de América” (*Voces*). Prueba #6. **Ensayo #3**

**Course policies and assignments**:

Participation: 30%

Midterm: 15%

Essays: 45% (15% each)

Presentation: 10%

**Participation:**

*Excellent*: attends class consistently (or makes up absences in office hours/alternative assignments); offers sincere questions, thoughtful analysis, and constructive engagement with classmates’ ideas; comes to class with questions and passages for discussion; is active in whole-group discussion and breakout rooms/small groups; scores 90-100% on quizzes

*Good*: attends class consistently and listens to discussion, but comments are often off-topic, general, or hard to follow; tends to summarize the material instead of analyzing it (e.g., does not generate her/his/their own questions about the text, but can provide a solid description of it); contributes to breakout rooms or chat but is not active in whole-class discussion; scores 80-89% on quizzes

*Poor*: misses more than 4 classes during the semester\*; does not contribute to whole class discussion; speaks English or is off-topic in breakout rooms; provides no evidence of having read the material; low scores on quizzes (70% and below)

\* The department policy allows two absences in a TuTh course. I doubled that and will grant additional absences to students who need them because of COVID-19, immigration status, or other life events. Please see me if you need accommodations. They are here for you.

Note on quizzes: there will be six quizzes, and I will drop the lowest grade. All quizzes are based on *Voces* so that you can use the discussion questions and glossary to study. Quizzes will be available on collab two days ahead of time and are due by the start of class. They consist of one multiple choice question and one short answer to explain your choice above. You should mention specific examples in your answer (e.g., “Mi evidencia del texto es que en la primera estrofa de “hombres necios” observamos que Sor Juana …”, “en la página 107 de *Voces* Andrés Bello define el saber latinoamericano así: …”, etcétera). You may use your reading notes to take the quiz.

Midterm: on Thursday, Oct. 8, you will have a closed-book take-home midterm exam. The exam will consist of short identifications and one essay question (two questions, choose one). All of the identifications and questions will come from the textbook and material covered in class. I will post the exam to collab after class on Tuesday. You may take it any time between then and the start of class on Thursday. Your exam must be posted your folder on collab by the end of class on Thursday, Oct. 8. You are on your honor not to spend more than 75 minutes writing the exam, and not to use notes, books, or online resources during the exam.

Essays: on or before the dates indicated in the syllabus,\* you will write an essay of 2-3 pages. You can incorporate secondary sources where relevant, but the essays should focus on a close reading of an aspect or passage of one or two primary sources. I’ll provide a list of prompts, but I want to encourage you to develop your own topics as the semester progresses. The first essay will provide 3 prompts; the second, two; the third, one.

\* this class will have flexible due dates for students who need them because of COVID-19, immigration status, or other life events.

Presentation: with 3-4 group members, you will present on a section of *Voces*. Your presentation should be based on the material in the textbook, but you can incorporate additional sources from peer-reviewed, credible publications as needed. Presentations should last about 15 minutes. Before your presentation, please post your slides to the discussion forum on collab.

**Trigger Warnings:** The colonial period, like all moments of human history and life, is marked by events that inspire us and bring us pain. In this class, we will read narratives of people who experience and resist violence, genocide, and abuse at the hands of the powerful, as well as texts by authors who benefit from such systems, institutions, and denial of human rights. We will also read stories about hope, faith, and empowerment through art, literature, and creative expression. These two sides of the human experience cannot be disentangled. You are expected to read these stories critically and engage thoughtfully with them. If you need to step out of class or walk away from the computer for a moment, that is okay. It is also important for you to find support in resources on campus and online, especially counselors, teachers, and trained peers. Please see phone numbers and websites in “Student Safety” below.

**Immigration Status and Anti-Racist Pedagogy:** Students of all immigration statuses are welcomed and valued in this class, including undocumented students, students from mixed-status families, and students with Temporary Protected Status. As an educator, I aim to create a learning environment that respects and affirms the diversity of students’ experiences and perspectives. If your status is impacting your success in the course, please see me to discuss accommodations (assignments, attendance, etc.). I pledge to keep your status confidential unless required by judicial warrant.

**Honor Code:** This class takes seriously the University of Virginia’s commitment to a scholarly community of trust. This means that we honor each other’s right to a rigorous education, and that we pledge not to lie, cheat, or steal to or from each other. This class also supports collaborative work, because language, literature, and writing are fundamentally social, human enterprises. I therefore encourage you to work together, challenging each other to think critically and respectfully disagree with each other’s interpretations of dense and difficult texts. You are also encouraged to take advantage of the rich resources that this campus has to offer – visit me in office hours, consult with research librarians in Alderman, Clemmons, and Special Collections, and learn from your peers in and outside of the classroom. All written work – whether pen to paper or finger to keyboard – will be your own, because I want to see your thoughts and help you to revise your expression of them.

**Student Safety:** The Department of Spanish, Italian, and Portuguese aims to provide a safe space for our students, and to create the kind of learning environment in which you do your best work. If you are feeling overwhelmed, stressed, or isolated, there are many individuals here who are ready and wanting to help. If you wish, you can make an appointment with the Office of the Dean of Students to speak in private (<http://www.virginia.edu/deanofstudents/>).

Alternatively, the University of Virginia has made other resources available to you. The Student Health Center offers Counseling and Psychological Services (CAPS) for students. Call 434-243-5150 to schedule an appointment, or 434-972-7004 for after hours and weekend crisis assistance. If you prefer to speak anonymously and confidentially over the phone, Madison House's HELP Line is available 24/7, at 434-295-8255.

If you or someone you know is struggling with gender, sexual, or domestic violence, please do not stay silent. The campus community has many resources for you and your friends, including me, as your professor. For a comprehensive list of services and resources, please visit the UVA Sexual Violence Education and Resources webpage, <http://www.virginia.edu/sexualviolence/>. Additionally, you can contact the Office of the Dean of Students, Sexual Assault Resource Agency (SARA), Shelter for Help in Emergency (SHE), and UVA Women's Center. Contact the Director of Sexual and Domestic Violence Services at 434-982-2774 for more information.